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ABSTRACT

The West Virginia Consortium for Faculty and Course Development in International Studies (FACDIS) is described in this report. FACDIS, a consortium of 21 West Virginia institutions of higher education, assists in international studies course development, revision, and enrichment. It also helps faculty remain current in their fields and in new instructional techniques; provides instructional materials; increases study abroad opportunities for students; and provide professional development opportunities for public school teachers dealing with international topics. The faculty has 62 historians, 33 political scientists, 16 economists, 62 foreign language teachers, 30 sociologists/anthropologists, 14 geographers, and 40 others in a variety of disciplines who teach international studies to more than 6,000 students in West Virginia via the FACDIS projects. Projects and activities include: course development/revision; faculty development; statewide communication by means of a quarterly newsletter and extensive correspondence; institutional review of international studies curriculum; establishment of interdepartmental major in international studies; outreach activities; establishment of a statewide study abroad program; and a foreign faculty exchange. Appended are: a list of FACDIS grants from external sources, 1980- 89; a summary of project activities, 1980-88; a sample FACDIS newsletter; a program from the 9th annual workshops in international studies, 1988; catalogs ("Audio-Visual and Simulation Materials in International Studies" and a supplementary FACDIS catalog); the FACDIS travel study manual for 1987; and a brochure (FACDIS 1988- 89 Study Abroad Services: "A World at Your Doorstep"). (SM)

ED306900

The West Virginia Consortium for Faculty and Course Development in International Studies

FACDIS

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March 1, 1989

HE022625

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Office of Educational Research and Improvement
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AASCU/ERIC Model Programs Inventory Project

The AASCU/ERIC Model Programs Inventory is a two-year project seeking to establish and test a model system for collecting and disseminating information on model programs at AASCU-member institutions--375 of the public four-year colleges and universities in the United States.

The four objectives of the project are:

- To increase the information on model programs available to all institutions through the ERIC system
- To encourage the use of the ERIC system by AASCU institutions
- To improve AASCU's ability to know about, and share information on, activities at member institutions, and
- To test a model for collaboration with ERIC that other national organizations might adopt.

The AASCU/ERIC Model Programs Inventory Project is funded with a grant from the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education at The George Washington University.

ABSTRACT

The West Virginia Consortium for Faculty and Course Development in International Studies (FACDIS) is a Consortium of 21 West Virginia institutions of higher education.* The purpose of FACDIS is to assist in international studies course development, revision, and enrichment; to help faculty remain current in their fields and in new instructional techniques; to provide printed and audio-visual instructional materials throughout the State; to increase study abroad opportunities for students; and to provide professional development opportunities for public school teachers responsible for classes with international content. Over 250 foreign language faculty and social scientists teaching international studies to more than 6,000 students throughout West Virginia participate in the many projects which FACDIS sponsors. Original funding of these projects was made possible by a three-year grant (1980-1983) of $199,000 from the US Department of Education Undergraduate International Studies Program. The grant ended June 30, 1983. Since the conclusion of this federal grant, the Consortium has been supported by the West Virginia Board of Regents, West Virginia University, and participating institutions in the Consortium. In 1987-88, $63,794 was provided by these sources. The Central Office for the Consortium is located at West Virginia University.

* INSTITUTIONS PARTICIPATING IN FACDIS

Alderson-Broaddus College
Bethany College
Bluefield State College
Concord College
Davis & Elkins College
Fairmont State College
Glenville State College
Marshall University
Parkersburg Community College
Potomac State College
Salem College
Shepherd College
Southern West Virginia Community College
University of Charleston
West Liberty State College
West Virginia Institute of Technology
West Virginia Northern Community College
West Virginia State College
West Virginia University
West Virginia Wesleyan College
Wheeling Jesuit College

The West Virginia Consortium for Faculty and Course Development in International Studies

FACDIS

Introduction

Established in 1980, FACDIS is a consortium of 21 West Virginia institutions of higher education including universities, four-year colleges, community colleges, public and private. Over 250 foreign language and social science faculty teaching international studies to more than 6,000 students throughout West Virginia participate in FACDIS projects. FACDIS is truly interdisciplinary with 62 historians, 33 political scientists, 16 economists, 14 geographers, 30 sociologists/anthropologists, 62 foreign language faculty, and 40 "miscellaneous" (religion, art, education, English, etc.). The purposes of the Consortium are numerous: to assist in international studies course development, revision and enrichment; to help faculty remain current in their fields and new instructional techniques; to provide printed and audio-visual instructional materials throughout the State; to increase study abroad opportunities for students; to maintain strong communication links among the faculty and to respond to their requests for information and assistance; and to provide professional development opportunities for public school teachers responsible for classes with international content.

Support for FACDIS comes from various sources. Originally launched with a three-year $199,000 grant from the US Department of Education Undergraduate International Studies Program, FACDIS' main budgetary support now comes from the West Virginia Board of Regents, the governing board for all public institutions of higher education in the state. In addition, each institution contributes an annual membership fee of $150 as well as travel support for faculty to attend our Annual Workshops. Finally, West Virginia University makes a substantial contribution: a full-time Administrative Assistant, office space, and other

essential administrative and practical support. All special projects are funded by external grants.

In addition to the full-time Administrative Assistant, the FACDIS staff consists of two Co-Directors who alternate as the active executive, a half-time secretary, and a faculty member/study abroad coordinator who divides his time between West Liberty State College and West Virginia University. The organizational structure of FACDIS consists of a Council of Institutional Representatives from every member institution; a Steering Committee of six members -- chosen by lot from the 21 member institutions; and a Study Abroad Council with members from each institution.

In 1987, FACDIS was awarded the G. Theodore Mitau Award for Innovation and Change in Higher Education by the American Association of State Colleges and Universities (AASCU).

The Beginning: Why? Who? How?

The idea to create FACDIS first emerged at the West Virginia Political Science Association Annual Meeting in 1978. Five political scientists, long-time friends, from five different institutions agreed upon the need for an association which would do what its name implied -- to foster faculty and course development in international studies. West Virginia is the second most rural state in our country, and, as is typical of such states, does not tend to be global in outlook. As a result higher education faculty -- with international interests in the State often felt ignored or even unnecessary in the past. Professional isolation was typical and, since travel funds are very limited in West Virginia, the state with the highest unemployment, the faculty were not able to meet with colleagues in professional meetings elsewhere. Since the colleges and universities were becoming increasingly tenured, this trend deprived the faculty of the

stimulation of ideas from new colleagues with fresh doctorates. From its inception FACDIS met the need for faculty to continue professional exchanges with experts from throughout the U.S. and to benefit from cooperation in a variety of projects.

From a questionnaire administered to all social scientists in West Virginia, we derived a pool of 85 faculty in 16 institutions who supported the creation of FACDIS and, what was even more remarkable, agreed to help with projects. Faculty preferences as to FACDIS projects provided us with our initial priorities. This began what has always been the FACDIS tradition -- to seek approval of all projects from our faculty or their representatives.

FACDIS was launched with a three-year grant of $199,000 from the US Department of Education Undergraduate International Studies Program.

This summarizes briefly the why, who, how. It now remains to summarize what FACDIS does.

FACDIS Projects and Activities

1. Course Development/Revision

a. Provided opportunities for faculty to develop new courses on Global Issues at 6 institutions.

b. Provided for the development of four new introductory courses on the cultures of developing countries at one institution. (Three history courses: "Latin America: Past and Present;" "Africa and the Middle East;" "East Asia: An Introduction;" and an anthropology course on "World Cultures.")

c. Provided opportunities for course revision and enrichment through the "Comparative Sociology Project": six teaching modules analyzing six central sociological concepts in a non-American context developed at two institutions for the introductory sociology course.

d. Provided opportunities for course revision and enrichment through the "Area Studies Through Film Project": twelve teaching modules developed by faculty at four institutions showing how films can be used to teach common themes about developing countries.

e. Provided opportunity for revision of an advanced seminar on Global Economic Issues and preparation of a reader for the course at one institution.

f. Provided opportunities for the revision of Western Civilization/World Cultures courses at 9 institutions.

g. Encouraged hundreds of course development/revision projects carried out as a result of the Annual Workshops in International Studies.

(See further details on the above projects in Sections 2 and 3.)

2. Faculty Professional Development

a. Since 1980, FACDIS has held nine Annual Workshops in International Studies attended each year by 100 faculty from all FACDIS institutions. Over the past 9 years, 89-100% of the 100 faculty attending each Workshop have evaluated them as positive/very positive. In order to evaluate the impact of our Workshops, FACDIS asks each Workshop participant to submit a "Course Commitment" following the conclusion of the Workshops. In the Course Commitments, faculty members describe what they plan to do as a result of the Workshop. In the Spring following the Workshops, faculty are asked to provide the Consortium with information on course revision, development, or improvement projects which were completed during the year (or that are planned for the coming year.) From information received in these reports, it is evident that well over 3,000 students are directly impacted in their courses by revisions and adoptions of new methods and materials which faculty learn about at the Workshops.

b. Sponsored "The China Project": a six-week Study-Travel Tour of China. In 1986 FACDIS received a grant of $65,000 to take 16 faculty members on a Study-Tour of China for six weeks. Faculty members from nine FACDIS institutions participated in this trip. The purpose of this grant was to develop faculty competence in Chinese culture and history so as to enable West Virginia historians who teach Western Civilization or World History to devote a substantial portion of these courses to the study of China. The participants in the China Project teach approximately 1,125 students in Western Civilization/World History courses every semester. Each participant has written a module on a single topic to include in his/her course, together with at least two

additional modules prepared by their colleagues. Thus 20-25% of each course will now incorporate material on China. This constitutes a significant broadening of the students' knowledge about a hitherto neglected world area. The modules are currently being reviewed for national distribution. (In the Summer of 1987, 56 West Virginia public school teachers were offered a Summer Institute on Modern China and Japan. The faculty who participated in the China Project are serving as resource people for in-service teacher workshops taking place in various counties throughout the State.)

c. Supported travel to professional meetings/workshops/institutes.

Since 1980, FACDIS has provided financial support for the attendance of 80 faculty from 15 institutions to attend annual professional association meetings or specialized workshops. In order to share more widely the information gleaned by each professor attending the meetings/workshops, FACDIS requires a written report from each faculty member. These reports are summarized and published in the FACDIS Newsletter.

d. Summer Workshop support.

FACDIS has provided travel and other support for 7 faculty members from 6 institutions to a Summer Workshop in Teaching International Studies; and provided support for one faculty member to attend the Quebec Summer Seminar.

e. Support for the application of FACDIS faculty members as Malone Fellows.

The role of FACDIS in fostering faculty development is dramatically illustrated by the recent success of six West Virginia faculty from 6 institutions receiving the prestigious Malone fellowships, a program sponsored by the National Council on US-Arab Relations. These fellow-

ships allow faculty members to spend one month in a Middle Eastern country (Egypt, Jordan, Tunisia) learning from a combination of lectures, interviews with political, economic and media leaders, and visits to various sites. FACDIS notified all our faculty of the opportunity; and generated 15 completed applications. (These six faculty members have been provided with materials and methods to lead in-service workshops for public school teachers throughout the State.)

3. **Statewide Communication**

a. FACDIS publishes a quarterly newsletter (approximately 20 pages) covering teaching innovations, new course materials, faculty development programs, opportunities for study and research abroad, grants/fellowships, calendars of meetings. The newsletter is the major means of communication and sharing of information between the central office and FACDIS members. In addition to the 250 West Virginia participants, the newsletter is also sent to approximately 100 people out-of-state. The NEWSLETTER has received many accolades. For example, in the May, 1986 edition of Language Paper, a commercial newsletter with a national readership, the editor states that the FACDIS NEWSLETTER "contains one of the most comprehensive listings of intercultural/language related activities. . . .with which we are acquainted."

b. The FACDIS office maintains extensive correspondence with many faculty as projects relevant to their interests and expertise arise.

4. **Development and Distribution of Instructional Materials**

FACDIS has financially supported the development of a variety of course modules and materials to enhance the teaching of international studies. In addition to circulating copies of these materials to FACDIS members throughout the State, many of these materials were provided to Global

Perspectives in Education, Inc. (GPE) (now called The American Forum). This organization received a grant from the US Department of Education to collect materials and serve as a clearinghouse for exemplary materials. Annotations of FACDIS materials were included in GPE's 1987 publication, Internationalizing Undergraduate Education: Resources From the Field.

FACDIS also sponsors and supports a state-wide loan program of audio-visual and simulation materials in international studies, and pays the postage and handling charges for all loans to FACDIS institutions. Details on the development and distribution of FACDIS materials follow:

a. Over $28,000 worth of audio-visual and simulation materials have been purchased by FACDIS (118 separate items.) In addition, FACDIS has compiled a catalog of over 150 recent purchases by West Virginia University to add to the international studies collection. All materials are circulated state-wide without charge. To date over 1800 materials have been borrowed from this collection by faculty at all 21 institutions.

b. The Comparative Sociology Project (1983). Approximately 100 faculty have received copies of one or more of the following modules:

Ambrose, Kenneth, Religion: A Comparative Approach.
Comfort, Richard. Comparative Study of Family Life in Dunlow, West Va. and Yen-Liao, Taiwan.
Levine, Arnold. Module on World Urbanization.
Schnabel, John. Stratification in Iran.
Simoni, Joseph. Development: An International Perspective.
Starr, Jerold M. Comparative Approach to the Sociology of Education.

c. Area Studies Through Film (1983). Approximately 75 faculty have received copies of one or more of the 12 modules developed in this project. The modules accompany 12 films on common themes in Asia, Latin America, the Middle East, and Africa. The modules were written by the following faculty members:

Hymes, John - Glenville State College (The Middle East)
Laker, Joseph - Wheeling Jesuit College (Asia)
Super, John - West Virginia University (Latin America)
Turner, Thomas - Wheeling Jesuit College (Africa)

d. FACDIS provided free of charge to all college/university libraries the written materials and slide-tape presentations for a nine-lesson unit on "You, the Global Community, and Human Rights." Materials prepared by Michael J. Strada, West Liberty State College.

e. A teaching module on "East Germany" including slides was developed by John Maxwell, West Virginia University, and copies have been distributed to approximately 30 faculty.

f. A course reader on "Global Economic Issues" was developed by John David, West Virginia Institute of Technology, and distributed to approximately 25 faculty.

g. Fifteen 25-page teaching modules on topics relating to traditional and modern China were developed by 15 faculty members (see "The China Project.") These modules have been submitted to The American Forum for possible publication and national dissemination.

5. **Institutional Review of International Studies Curriculum**

Fairmont State College initiated a college-wide review of their international curriculum.

6. **Model United Nations Security Council**

Two statewide Model United Nations Security Councils took place in 1982 and 1983 attended by 175 students from 10 institutions. (Continued afterwards by participating institutions.)

7. **Establishment of Interdepartmental Major in International Studies**

A new major in International Studies was established at West Virginia University in 1980. Today approximately 200 students are enrolled in this major.

8. Outreach Activities: Public Service

a. In 1985 and in 1986, FACDIS sponsored Symposia in International Business, designed to promote cooperation between FACDIS faculty and the business community in West Virginia in order to improve international trade in the state. Over 100 participants from academic, business, and government attended these symposia.

b. In 1987 a conference on "International Education and the Public Schools: Social Studies Staff Development" was organized by FACDIS. This conference held in March, 1987 was the beginning of a new public school outreach program, sponsored by FACDIS, to develop quality staff development opportunities for West Virginia social studies teachers. The March conference was co-sponsored by Indiana University of Pennsylvania (IUP) and funded by a grant to IUP from the US Department of Education Undergraduate International Studies and Foreign Language Program. Forty-five West Virginians participated: higher education faculty, public school teachers, county social studies coordinators, and other county and state education officials. The conference led to the development of a five-county Steering Committee made up of representatives from higher and public education. This committee planned FACDIS' first Summer Institutes for Public School Teachers (see below).

c. Summer Institutes on Modern China and Modern Japan were held at West Virginia University and Marshall University in Summer, 1987. Fifty-six West Virginia public school teachers attended these institutes. Funding for these Institutes from US Department of Education grant and mini-grant from WV Humanities Foundation.

d. Summer Seminars on The Arab Middle East were held in Summer, 1988.

Two-week seminars were conducted at West Virginia University and Marshall University for twenty teachers at each location. The WVU seminar was supported by a grant from the West Virginia Humanities Foundation. The Marshall University seminar was funded by grants from the National Council on US-Arab Relations, ARAMCO, Mobil Oil, and the American-Arab Affairs Committee.

e. Training and materials have been provided for the six Malone Fellows to lead in-service sessions on The Middle East for any interested West Virginia public school or county system.

f. In October, 1988, FACDIS submitted a grant to the US Department of Education Fulbright-Hays Group Projects Abroad Program to take a group of West Virginia public school teachers to China and Japan for six weeks in summer, 1989. The objective of this program is to develop the competence of public school teachers about Modern China and Japan and to develop instructional modules on topics relating to China and Japan for the participants as well as other public school teachers throughout West Virginia. FACDIS has received word that our grant proposal was rated third in its area of competition (East Asia) and has been recommended for funding (official grant notification pending).

g. In Fall, 1988, FACDIS submitted a proposal to the West Virginia Department of Education for funding to support future summer institutes for teachers in the area of international studies. The WV Department of Education has included this proposal in its annual Improvement Package to be submitted to the State Legislature for approval and funding. If approved by the State Legislature in April, 1989, this project will provide two 2-week Summer Institutes on international topics for 50 public school teachers at Marshall University and West

Virginia University on an annual basis. The proposed topic for the 1989 Summer Institutes is "Global Issues: The Environment and Human Rights." If funding is received, such annual grants would further enhance the collaboration between higher education and public education that has already begun with the FACDIS-sponsored summer institutes of 1987 and 1988.

9. **Establishment of a Statewide Study Abroad Program**

a. A Workshop on Study Abroad was held in March 1986 to lay the foundation for inter-institutional cooperation in Study Abroad.

b. A statewide Study Abroad Program was begun in 1986 so that students at any public or private institution can enroll in any of 19 Study Abroad programs organized by West Virginia faculty as well as those organized by the Pennsylvania Consortium for International Education.

c. Informational (brochure, travel manual) and promotional materials (poster) have been distributed throughout the 21 institutions.

d. Study Abroad liaison faculty have been selected at every institution.

e. A half-time Study Abroad Coordinator, Dr. Michael J. Strada, serves in a coordinative and informational capacity for all institutions.

f. FACDIS sponsored its own resident program in Rome, Italy in Summer, 1988 through the Academy for Italian Studies (AIS). A group of 20 faculty and administrators visited the program site in Summer 1987 to inspect facilities and meet the Italian faculty. This first FACDIS-sponsored resident Study Abroad opportunity was held May 30 - June 22, 1988. Twelve students participated in this program, which was led by two FACDIS faculty members.

For the first time there is now one source for information on all West Virginia Resident Study Abroad Programs, and Short Term Travel Study

Programs being led by West Virginia faculty. In addition, West Virginia students are eligible to participate in over 20 study abroad opportunities through the Pennsylvania Consortium for International Education (PCIE). The number of Travel Study trips led by West Virginia professors in 1987-88 tripled over the previous year. It would appear that a conservative estimate would be that twice as many students have participated in or are planning Study Abroad trips this year than in past years.

10. **Foreign Faculty Exchange**

FACDIS received a grant from the Council for International Exchange of Scholars to bring a Fulbright Scholar-in-Residence from Beijing Normal University in China to West Virginia during 1987-88. While teaching regularly scheduled courses at West Virginia University, Professor Ding Shulin, also visited and lectured at 9 other FACDIS campuses.

Summary

FACDIS has proven that even in a small, rural state, if educational institutions cooperate, international education can thrive. In almost every area of international education from course development, faculty development, distribution of materials, outreach activities, public service, and study abroad, FACDIS has been the means by which 250 faculty members have pooled their energies and resources to create a whole which is greater than the sum of its parts.

Such result-oriented programming suggests that if the cooperative effort which began so modestly in 1979 planning sessions can result in a quantum leap for international education in a rural and financially beleaguered state such as West Virginia, it can also succeed elsewhere.

APPENDIX ENCLOSURES

1. List of FACDIS Grants (from external sources): 1980-1989
2. "Summary of Projects and Activities: 1989-1988"
3. FACDIS Newsletter (sample)
4. Program from Ninth Annual Workshops in International Studies (1988)
5. Catalogs: "Audio-Visual and Simulation Materials in International Studies"
   Supplementary FACDIS Catalog (September, 1988)
6. STUDY ABROAD: FACDIS Travel Study Manual (1987)
7. Brochure
   FACDIS 1988-1989 Study Abroad Services: "A World at Your Doorstep"

FACDIS Grants: 1980-1989

FACDIS has received the following grants (from external sources):

$199,000	US Dept. of Education Undergraduate International Studies Program. Provided funding for all projects and activities of the consortium during its first 3 years. (1980-83).
$ 65,000	US Dept. of Education Fulbright-Hays Group Projects Abroad. "The China Project." Funding for six-week study-travel tour for 16 FACDIS faculty. (1986)
$ 7,000	US Dept. of Education Undergraduate International Studies and Foreign Languages Program via Indiana Univ. of Pennsylvania Partner Universities. Funding for conference on "International Education and the Public Schools: Social Studies Staff Development," March, 1987.
$ 16,000	US Dept. of Education Undergraduate International Studies and Foreign Languages Program via Indiana Univ. of Pennsylvania Partner Universities. Funding for two Summer Institutes for Teachers on the topics of "Modern China" and "Modern Japan." Summer Institutes held at West Virginia University and Marshall University for a total of 56 teachers. 1987.
$ 1,200	West Virginia Humanities Foundation. Provided additional funding for the above Summer Institutes for Teachers on "Modern China" and "Modern Japan." 1987
$ 15,565	Council for International Exchange of Scholars. To bring Fulbright Scholar-in-Residence, Professor Ding Shu-lin, from Beijing Normal University for academic year 1987-1988.
$ 25,000	West Virginia Humanities Foundation. To fund 1988 Summer Seminar on "The Arab Middle East," a two-week seminar at West Virginia University for twenty public school teachers in West Virginia.
$ 5,000	National Council on US-Arab Relations). For 1988 Summer Seminar on The Arab Middle East at Marshall University [$4,500] and for purchase of audio-visual and print materials on the Middle East for use by West Virginia faculty members leading in-service sessions for public school teachers [$500]. 1988.
$ 2,500	ARAMCO. For 1988 Summer Seminar on The Arab Middle East at Marshall University. 1988.
$ 1,000	Mobil Oil. For 1988 Summer Seminar on The Arab Middle East at Marshall University. 1988.
$ 500	ARAMCO. Grant for the purchase of audio-visual/print materials on the Middle East for use by West Virginia faculty members leading in-service sessions for public school teachers. 1988.
TOTAL:	$337,765

FACDIS Grants (continued)

PENDING NOTIFICATION

$ 64,000 US Dept. of Education Fulbright-Hays Group Projects Abroad. "The China/Japan Project." Funding for six-week study-travel tour for 13 participants, including 11 public school teachers, an official from WV Department of Education, and Group Leader. (1989)

$ 34,000 State of West Virginia. Request for funding an annual grant of $34,000 for two 2-week International Studies Summer Institutes for 50 public school teachers to be held each summer at West Virginia University and Marshall University. Proposal has been included in the Improvement Package of the WV Department of Education. To be considered by West Virginia State Legislature in its budget decisions in April, 1989.

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SUMMARY OF PROJECTS AND ACTIVITIES
July 1980 - June 1988

THE WEST VIRGINIA CONSORTIUM FOR FACULTY AND COURSE DEVELOPMENT IN INTERNATIONAL STUDIES (FACDIS)

The West Virginia Consortium for Faculty and Course Development in International Studies (FACDIS) is a Consortium of 21 West Virginia institutions of higher education.* The purpose of FACDIS is to assist in international studies course development, revision, and enrichment; to help faculty remain current in their fields and in new instructional techniques; to provide printed and audio-visual instructional materials throughout the State; to increase study abroad opportunities for students; and to provide professional development opportunities for public school teachers responsible for classes with international content. Over 250 foreign language faculty and social scientists teaching international studies to more than 6,000 students throughout West Virginia participate in the many projects which FACDIS sponsors. Original funding of these projects was made possible by a three-year grant (1980-1983) of $199,000 from the US Department of Education Undergraduate International Studies Program. The grant ended June 30, 1983. Since the conclusion of this federal grant, the Consortium has been supported by the West Virginia Board of Regents, West Virginia University, and participating institutions in the Consortium. In 1987-88, $63,794 was provided by these sources.

* INSTITUTION	INSTITUTIONAL REPRESENTATIVE	STUDY ABROAD REP.
Alderson-Broaddus College	James Daddysman	Kenneth Yount
Bethany College	John Lozier	Pauline Nelson
Bluefield St. College	Patricia Mulvey	S. Jamkhandi
Concord College	David Bard	David Bard
Davis & Elkins College	David Turner	David Turner
Fairmont St. College	Patricia Ryan	Patricia Ryan
Glenville St. College	James Hilgenberg	Duke Talbott
Marshall University	Carolyn Karr	Clair Matz
Parkersburg Comm. College	Paul Hawkins	Paul Hawkins
Potomac St. College	Lester Beavers	Kenneth Haines
Salem College	W. Ronald Runyan	W. Ronald Runyan
Shepherd College	Hang Yul Rhee	Hang Yul Rhee
So. WV Community College	W. Michael Strickland	Michael Strickland
University of Charleston	Evelyn Harris	Robert Newman
West Liberty St. College	Roland Williams	Michael Strada
W. Va. Institute of Technology	Mostafa Shaaban	Mostafa Shaaban
W. Va. Northern Comm. College	William Deibert	William Deibert
W. Va. State College	Gerald Beller	Ethel Davie
W. Va. University	Sophia Peterson	Michael Strada
W. Va. Wesleyan College	John Warner	John Saunders
Wheeling Jesuit College	Thomas Turner	Thomas Turner

FACDIS Co-Directors: Dr. John Maxwell, Dept. of History, WVU
Dr. Sophia Peterson, Dept. of Political Science, WVU
Administrative Assistant: Ann Levine, Dept. of Political Science, WVU; (304) 293-7140

A SUMMARY OF FACDIS PROJECTS: 1980-1988

1. Course Development/Revision

   * Provided financial support for the development of new courses on "Global Issues" (environment, human rights, energy, food, population, economic interdependence, arms and security) into the lower division curricula at six institutions (1980). Approximately 200 students per year have been enrolled in these courses.

   * Provided financial support for the development of 4 new courses at one institution on the cultures and civilizations of developing (and largely non-western societies (1980). These courses have been added to the permanent curriculum and enroll approximately 125 students yearly.

   * Provided financial support for the Comparative Sociology Project--to internationalize the Introductory Sociology course (1982). Six sociologists from two institutions wrote teaching modules on six sociological concepts taught at the introductory level, and injected a comparative focus into the teaching of these concepts. The modules were tested with over 2,000 students at the two institutions. In addition, the modules have been widely disseminated to faculty at other FACDIS institutions to use in the teaching of Introductory Sociology across the State. (See section 4.b.)

   * Provided financial support for the "Area Studies Through Film" project. Four faculty from three institutions developed twelve teaching modules (3 each for Africa, Asia, Middle East, and Latin America) (1982). The materials developed for this project can be used as an entire course or as part of an existing course. Films and written materials (including questions for discussion, a bibliography and filmography) are provided.

   * Provided financial support for the revision of an upper-level seminar in "Global Economic Issues" (1984). A course reader was prepared and has been distributed to other interested faculty. (See section 4.b.)

2. Faculty Professional Development

   * Sponsored the Annual Workshops in International Studies. To date eight annual workshops have been held. The Workshops, 2-4 days long, are the largest single yearly project of the Consortium, and are attended by approximately 100 faculty members per year. The Consortium pays for all lodging and meal costs for faculty. Workshops have been led by 47 consultants and speakers of national reputation, noted for their interest in instructional improvement as well as research. Printed and audio-visual teaching materials are demonstrated. Free books and materials from publishers are distributed. Past Workshop themes include:

1981:	Area & Development Studies
	International Economic and Political Relations
1982:	World Cultures and Civilizations
1983:	The Comparative Approach
1984:	The Future of Foreign Language Instruction
1984:	Toward a Global Perspective
1985:	Conflict and Conflict Resolution
1986:	The United States and Regional Concerns
1987:	Global Issues

* Sponsored a group of 16 West Virginia faculty members from 9 institutions on a Study-Travel Tour of China for six weeks in Summer 1986. Project funded by a $65,000 grant to FACDIS from the US Department of Education Group Projects Abroad Program. Participants in project have produced 15 teaching modules and have revised their Western Civilization courses to include a non-Western focus on China.(See section 4.b.)

* From 1980-1988, provided 68 faculty travel awards to professors from 15 institutions to attend annual professional association meetings or specialized workshops.

* Provided financial support for the attendance of seven faculty members from six institutions to a Summer Workshop in Teaching International Studies (1980 and 1981), sponsored by the Consortium for International Studies Education (CISE). Provided support for one faculty member to attend the Quebec Summer Seminar (1986). Provided support for one faculty member to attend PAWSS Institute on Gorbachev (1988).

* Supported the application of 15 faculty from 12 institutions for the Malone Fellowship Program in Arab and Islamic Studies. Six FACDIS faculty from 6 institutions received fellowships from the National Council on US-Arab Relations and spent one month in the Middle East in Summer, 1987. These recipients are participating in FACDIS-sponsored public school outreach efforts (see section 8).

3. Statewide Communication

* The FACDIS Newsletter is published four times an academic year. Four Occasional Bulletins have also been published to keep faculty up-to-date. The FACDIS Newsletter averages 20 pages per issue and provides information on teaching innovations, new course materials, faculty development programs, opportunities for study and research abroad, grants/fellowships available, and calendars of professional meetings.

4. Distribution and Development of Instructional Materials

a. Audio-Visual and Simulation Materials

* Over $28,000 worth of audio-visual and simulation materials in international studies have been purchased by FACDIS (118 separate items). FACDIS faculty previewed and recommended the acquisitions. All materials are housed in the WVU Audio-Visual Library and circulated state-wide without charge. (FACDIS pays the postage and handling fees for use of these materials off the WVU campus.) A catalog: Audio-Visual and Simulation Materials in International Studies, of all materials purchased by FACDIS, has been prepared and circulated to all FACDIS faculty and to all Audio-Visual Librarians in FACDIS institutions. Since 1985, over 100 additional audio-visual materials, purchased by WVU, were added to the FACDIS "free loan" list. To date over 1750 materials have been borrowed from this collection by faculty at all 21 institutions.

b. Printed Materials

* Teaching modules prepared by the Comparative Sociology Project members (see section 1) have been widely circulated to FACDIS faculty. Approximately 100 modules have been circulated.

* A teaching module for up to 3 weeks class time was prepared on the topic: "You, the Global Community, and Human Rights" (1982). This module included a slide-tape presentation, as well as written teaching materials for a nine-lesson unit. Copies of this complete teaching module, produced by a FACDIS faculty member, were placed in each of the libraries of the institutions associated with the Consortium.

* A teaching module was prepared by a FACDIS faculty member on the topic: "East Germany" (1982). This module was supported to rectify neglect of East Europe in history courses, and is designed to complement traditional courses in Western Civilization and Modern Europe. FACDIS has circulated copies of this teaching module (over 30 faculty have been provided copies.)

* Twelve teaching modules have been prepared by 4 FACDIS faculty in the "Area Studies Through Film" project (see section 1). The modules are being provided to The American Forum (formerly Global Perspectives in Education, Inc.) who has agreed to explore publication of these materials, resulting in national dissemination.

* A course reader has been prepared by one FACDIS member to accompany a course on "Global Economic Issues," an upper level seminar course (1984). The reader contains selected articles and research questions that accompany media presentations for the course. Copies of the course reader have been distributed to interested faculty.

* Fifteen teaching modules have been prepared by the faculty participants on the Group Projects Abroad Study-Tour of China (see section 2). These teaching modules were field-tested in Spring, 1987 with over 1,000 students in nine institutions. Final revisions were made in Fall, 1987, and the modules have been sent to The American Forum (formerly Global Perspectives in Education) for possible publication and national dissemination.

5. Institutional Review of International Studies Curriculum

* Provided financial support for the Fairmont St. College faculty review (by all 25 faculty in the Division of Social Sciences, Economics, and Foreign Languages) of their international studies curriculum (1982).

6. Demonstration of Innovative Teaching Techniques

* Two statewide Model United Nations Security Councils were financially sponsored by FACDIS is 1982 and 1983. Approximately 175 students from 10 institutions attended these two Model UNs and received training in simulation. Faculty representatives supervised each delegation. This project continues, and has been held in 1984, 1985, 1986, and 1987 with financial support from participating institutions.

7. Establishment of Interdepartmental Major in International Studies

* The Interdepartmental Major in International Studies was adopted at West Virginia University in 1980. This major has grown rapidly to 210 majors, one of the largest in the College of Arts & Sciences. The major is now supported by funds from the College of Arts & Sciences.

8. Outreach Activities

* Sponsored Symposia in International Business (1985 and 1986). These symposia were designed to promote cooperation between FACDIS faculty and the business community in West Virginia in order to improve international trade in the state. Over 100 participants from academia, business, and government attended these symposia.

* Sponsored a conference on "International Education and the Public Schools: Social Studies Staff Development" (March, 1987). This conference, co-sponsored and funded by a US Dept. of Education grant to Indiana Univ. of Pennsylvania (IUP), was attended by representatives from higher education, public school teachers, social studies coordinators, county school administrators, and state education officials. Forty-five West Virginians participated in this conference. Action Teams made up of representatives from four WV counties drew up an Action Plan of staff development for social studies teachers teaching courses with international content. This plan began with a Summer Institute for 56 West Virginia teachers held at West Va. Univ. and Marshall Univ. during the summer of 1987. The topic for this first Summer Institute for Public School Teachers was "Modern China and Modern Japan." (Funded by grants from IUP and West Va. Humanities Foundation).

* A grant for $25,000 was awarded by the West Virginia Humanities Foundation to fund a Summer Seminar on the Arab Middle East in Summer 1988. Twenty teachers are attending this Seminar at West Virginia University. Funding was awarded by the National Council on US-Arab Relations, Mobil, and ARAMCO to hold the same Seminar at Marshall University for an additional 20 teachers.

* FACDIS has organized a program whereby the six Malone Fellows (see section 2) and one Fulbright Fellow, who travelled and studied in the Middle East in Summer, 1987, will lead in-service sessions for public school teachers on the Middle East. The Staff Development coordinator and the County Superintendent in each of the 55 counties in the State have been provided with information to assist them in planning in-service sessions for their teachers on this topic. FACDIS has received grants from the National Council on US-Arab Relations and from ARAMCO to purchase teaching materials (especially audio-visual materials) to assist the FACDIS faculty in leading these in-service sessions.

9. Establishment of Statewide Study Abroad Program

* During 1985-86, FACDIS conducted surveys of West Virginia students and faculty, developed a Study Abroad Needs Analysis, held a Workshop on Study Abroad for 25 faculty, and submitted a proposal to the West

Virginia Board of Regents for a four-year incremental plan to develop a Statewide Study Abroad Program. Proposal approved by BOR in June 1986.

* The FACDIS Study Abroad Coordinator visited each FACDIS campus during 1986-87, meeting with interested students and campus administrators to discuss study abroad opportunities.

* FACDIS published (in Fall, 1986) the first of a yearly Study Abroad brochure, "A World at Your Doorstep." Approximately 2000 brochures are circulated annually to students and faculty across the state. FACDIS also printed and circulated approximately 200 posters to all FACDIS campuses to further publicize Study Abroad options. A FACDIS Study Abroad representative has been appointed on each campus to facilitate liaison with the Study Abroad Coordinator and to help disseminate information on study abroad opportunities for students.

* The Academy of Italian Studies (AIS) invited 16 FACDIS faculty and 4 administrators from FACDIS institutions to visit Rome for 9 days in May-June, 1987 to assess their proposed Resident Study Program. AIS paid all expenses for these 20 people during their stay in Italy.

* Through the Academy of Italian Studies (AIS), FACDIS sponsored an Italian Resident Study Program for West Virginia students for three weeks in Summer, 1988. Twelve students from three WV institutions and one Pennsylvania institution participated in this program, led by two FACDIS faculty members. Courses in Italian Culture, Masterpieces of Italian Art, and Comparative Marketing were offered.

* West Virginia University, through FACDIS sponsorship, joined the International Student Exchange Program (ISEP), a multi-lateral exchange program for students. During academic year 1988-89, two WVU students will study abroad, and their place will be taken on the WVU campus by students from abroad. The FACDIS Study Abroad Coordinator also serves as ISEP Coordinator. Arrangements are being made for students from other FACDIS campuses to participate in the ISEP program through Indiana University of Pennsylvania.

10. Faculty Exchange

* FACDIS and West Virginia University received a grant from the Council for International Exchange of Scholars (CIES) to bring a Fulbright Scholar-in Residence from Beijing Normal University to West Virginia during academic year 1987-88. In addition to teaching three regularly scheduled courses at WVU, he visited and gave lectures at 9 FACDIS institutions.

AWARDS AND HONORS

In 1987, FACDIS was awarded the G. Theodore Mitau Award for Innovation and Change in Higher Education by the American Association of State Colleges and Universities (AASCU).

THE WEST VIRGINIA
FACDIS NEWSLETTER

The Consortium for Faculty and Course Development
in International Studies

Editor: Ann Levine
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THE NINTH ANNUAL WORKSHOPS IN INTERNATIONAL STUDIES

Crisis and Change in the World

Ninety-five faculty members from across the state of West Virginia attended the Ninth Annual FACDIS Workshops in International Studies. The Workshops were held November 10-11, 1988 at the Sheraton Lakeview in Morgantown. The theme was "Crisis and Change in the World," and special sessions focused on three important topics: "Glasnost: The Soviet Union and East Europe;" "Democratization in Latin America," and "The Theme of Change: Third World Literature."

The Workshops were led by three distinguished consultants. Professor Thomas Remington of Emory University conducted three workshop sessions on "Glasnost," focusing on the broadening press debate about the crisis in Soviet society and the debate over "what is to be done" in the context of the Gorbachev leadership's strategy for reform. Professor James Malloy of the University of Pittsburgh led sessions on "Democratization in Latin America." He presented an historical overview of the region, focusing on the persistent cultural values, institutional legacies and structural factors that shape the current political and economic scene. He also discussed the cyclical alternation from authoritarian to democratic regimes in Latin America, and assessed the long term prospects for democracy on the region. Professor Brenda Berrian of the University of Pittsburgh led sessions on "The Theme of Change: Third World Literature," focusing on African and Caribbean literature, and the influence of politics on the literature. She also discussed psycho-social realities, and the effects of such changes as the impact of immigration and the abuse of polygamy, as reflected in the literature.

During the third session of each consultant's presentation on Friday morning, the topic of "How to Incorporate New Knowledge and Resources into Classes" was discussed. These sessions suggested new approaches in teaching the materials which were presented in the earlier sessions, and instructional materials and practical aids were shared.

(continued on page 2)

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NINTH ANNUAL WORKSHOPS (cont.)

Dr. Marshall Goldman, Professor of Economics at Wellesley College and Associate Director of the Russian Research Center at Harvard University delivered the Keynote Address at the banquet on Thursday night on "Gorbachev and Perestroika: Why is Such an Impressive Leader Having Such a Hard Time?" In his talk, Professor Goldman said that Mikhail Gorbachev is the best thing to happen in the Soviet Union for the United States in years. He has instituted many reforms in both domestic and foreign policy, but Goldman states that he feared Gorbachev would not be with us much longer. Food shortages, vodka rationing, corruption, profiteering, and resistance by Soviet bureaucrats may force him from power before his reforms take hold, Dr. Goldman said.

A frequent visitor to the Soviet Union, Dr. Goldman enjoys international recognition as an authority on its economy, environmental concerns and foreign relations. In addition to attending Soviet-American conferences, he has met with Soviet officials, business leaders, and diplomats. In 1983 and 1986 he was invited by the US Ambassador to the Soviet Union to visit as his house guest and deliver a series of lectures on behalf of the US Government. He presented his most recent book, Gorbachev's Challenge: Economic Reform in the Age of High Technology (1987) to Mikhail Gorbachev during Gorbachev's visit last spring in Washington. He appears on ABC's Night Line, and as a frequent guest on Good Morning America, he served as an observer for the show both before and during the 1985 Soviet-American Summit Talks in Geneva.

During the opening luncheon on Thursday, Dr. Sophia Peterson, Co-Director of FACDIS, gave a welcome address in which she summarized many of the new developments in international studies across the state, and also briefly discussed some of the more important new initiatives on the national level. It is clear that this is an exciting time to be involved in international studies, and that many things are happening at both the state and national levels.

Prior to the final wrap-up session from 11:00-12:00 noon on Friday, Dr. Neil Bucklew, President of West Virginia University, gave a short message of welcome on behalf of West Virginia University to the participants in the workshops. In the final Plenary Session, each consultant gave a short presentation on their final thoughts about the conference theme and their assessments of future trends concerning the three workshop topics.

FUTURE WORKSHOP PLANS

At the breakfast meeting on Friday morning, FACDIS Institutional Representatives discussed future plans for the Consortium. The major topic on the agenda was planning for the Tenth Annual Workshops to be held November, 1989, and the planning for our TENTH ANNIVERSARY WORKSHOPS to be held November, 1990.

FACDIS Office: Dr. John Maxwell, Co-Director, Dept. of History, WVU (293-2421)
Dr. Sophia Peterson, Co-Director, Dept. of Political Science, WVU (293-7140)
Ann Levine, FACDIS Admin. Asst., Dept. of Political Science, WVU (293-7140)

NINTH ANNUAL WORKSHOPS (cont.)

It was decided that next year's workshops will be held November 9-10, 1989, again at Sheraton Lakeview in Morgantown. The overall theme of the Workshops will be:

"GLOBAL ECONOMIC TRENDS"

The three major topics to be addressed in next year's theme are:

"Economic Development: Social and Cultural Costs in the Third World"
"United States-Japanese Trade Relations"
"Toward 1992: Fundamental Reform in the European Economic Community"

The FACDIS office will soon be choosing planning committees for these three themes. Please let us know if you wish to volunteer to serve on a planning committee.

At the Institutional Representative (IR) breakfast meeting, plans for the 1990 Tenth Anniversary Workshops were discussed. The theme in 1990 will be "GLOBAL COOPERATION: AGENDA FOR THE 21ST CENTURY." This expanded 48-hour workshop/conference is tentatively scheduled for November 9-11, 1990 at the Sheraton Lakeview in Morgantown, with the workshops beginning on Friday and concluding around noon on Sunday. FACDIS will ask Senators Robert Byrd and John D. Rockefeller IV to serve as Honorary Co-Chairman for the Tenth Anniversary Conference.

The Workshop Evaluation Questionnaire has been sent out to all Workshop participants. IF YOU HAVE NOT ALREADY RETURNED YOUR FORM, PLEASE DO SO. The deadline for the return of the Evaluation Questionnaire AND the Course Commitment Form is DECEMBER 1. We cannot overemphasize the need for the return of your Course Commitment. We need responses from EVERYONE who attended the Workshops in order to document the contributions of our Workshops to course development/revision and enrichment.

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FACDIS AWARDS TRAVEL GRANTS

FACDIS received 12 requests for travel support to meetings and conferences during this academic year. The FACDIS Steering Committee met during the Workshops to decide on funding for these requests. With only $2,000 in our budget for travel grants, it was necessary to provide partial funding to the applicants who were selected. FACDIS awarded support to 12 faculty members from six institutions: Bethany College, Concord College, Shepherd College, West Liberty State College, West Virginia University, and Wheeling Jesuit College.

Faculty supported by FACDIS will submit reports on their experiences which will be published in future issues of the FACDIS NEWSLETTER. By this means, other faculty will be able to profit from new instructional approaches and materials presented at the meetings.

MAJOR INTERNATIONAL EDUCATION CONFERENCE TO BE HELD IN ATLANTA

"An American Forum: Teaching for the 21st Century"

This major international conference, sponsored by The American Forum: Education in a Global Age, will be held in Atlanta, May 19-21, 1989. The discussion will engage global, international, and foreign language educators in an examination of the roles they can play in influencing today's focus on curriculum reform.

The organizers of the conference have chosen four specific topics for concentrated discussion: 1) Internationalizing Pre-Collegiate Education; 2) Internationalizing Teacher Education; 3) Internationalizing Undergraduate Education; and 4) Business and International Education.

The conference is co-sponsored by The Alliance for Education in Global and International Studies (AEGIS); The American Association of State Colleges and Universities (AASCU); The American Association of Colleges for Teacher Education (AACTE); The International Council on Education for Teaching (ICET); and the Georgia Department of Education.

There will be sessions specifically designed for educators and administrators at all levels of education. The sessions on internationalizing undergraduate education will focus on:

* how some institutions have internationalized their entire undergraduate curriculum
* how some educators have internationalized their courses or their disciplines within more traditional institutions
* how some administrators have convinced their faculty to incorporate a global focus in their classrooms
* where you can find help to accomplish the results you want on your campus or in your classroom.

The conference is being held at the Radisson Hotel in Atlanta. Single rooms are $62 per night; double rooms are $72 per night. Registration fee for the conference is $95 if you register by March 15; $150 if you register after March 15. For further information on this important conference contact:

The American Forum
45 John Street, Suite 1200
New York, NY 10038; Phone: (212) 732-8606

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FACDIS FACULTY AND INSTITUTIONS: NEWS AND NOTES

BETHANY COLLEGE sponsored a special program, JAPAN: A CULTURAL EXPLORATION, on November 1-3, 1988. A variety of activities were scheduled during these three days, including evening performances of the Noh form of Japanese drama, special Japanese dinners, demonstrations of the Japanese Tea Ceremony, showings of a Japanese film series, and mini-classes on subjects including Japanese History, Art, Literature, Education, Conversation, and US-Japan Trade. Special lectures included those on "Major Themes in Japanese Culture" by Dr. Keith Brown, Director of Asian Studies at the University of Pittsburgh; "The World of Japanese Film" by Dr. Keiko McDonald, also of the University of Pittsburgh; and "American-Japanese Relationships" by representatives of the Embassy of Japan.

FACDIS FACULTY AND INSTITUTIONS: NEWS AND NOTES (cont.)

MARSHALL UNIVERSITY hosted the conference "The Outlook for Peace in the Middle East: Broadening US-Arab Political and Economic Relations" at the Radisson Hotel in Huntington on October 20-21. The meeting, co-sponsored by the American-Arab Affairs Council and FACDIS brought together Arab and American business leaders, government officials and specialists for in-depth discussion of the present and future of American-Arab relations and their bearing on the search for peace in the Middle East. The conference was attended by over 300 people, including more than 35 FACDIS members.

WEST VIRGINIA UNIVERSITY's 1988 Benedum Lecture Series took place during the month of October on the topic "Japan and America: A Relationship That Will Shape the World." The series was co-sponsored by the Benedum Foundation and the Japan-U.S. Friendship Commission. West Virginia Senator John D. Rockefeller IV helped organize the series and was the first speaker on October 2. Other noted experts spoke on Japanese education, US-Japanese economic relations, science and technology in the US-Japan relationship, and the aesthetic basis for Japan's excellence.

THE 9th ANNUAL WEST VIRGINIA MODEL UN SECURITY COUNCIL was held at Jackson's Mill, WV on Nov. 4-5, 1988. Organized by the WVU Collegiate Society for International Affairs (CSIA) and their advisor JOHN JACOBSOHN (Political Science, WVU), teams from nine West Virginia colleges/universities (and 4 teams from neighboring states) participated. The Agenda items included: 1) The Future Status of Namibia; 2) The Palestinians in Israel Issue; 3) Problems Caused by the Potential Famine in Africa; and 4) Chemical Warfare. Students from Bethany, Bluefield State, Fairmont State, Marshall Univ., Potomac State, Shepherd, Univ. of Charleston, WV State, and WVU participated.

WALTER C. LABYS (Mineral and Energy Resource Economics, West Virginia University) served as the director of the 25th conference of the Applied Econometric Association (AEA), held in Washington, DC in October. The conference, entitled "International Commodity Market Modeling," was sponsored by AEA, an international French-based professional group, in cooperation with the International Commodity Economics Division of the World Bank. The program included 70 presentations by leading international experts and 14 sessions on major trends and new developments on advances in energy and mineral as well as agricultural commodity modeling. It was attended by over 150 commodity economists from around the world.

FRANCISCO PEREZ (Foreign Languages, Bethany College) has published "La obra literaria de Armando Armengol," in ENTORNO, Universidad Autonoma de Ciudad Juarez, Spring 1988. He presented a workshop on "Spanish Language Study in Mexico" at the Fall meeting of the West Virginia Foreign Language Teachers Association, and presented papers at the 1988 Pennsylvania Foreign Language Conference at the Mid-America Conference on Hispanic Literature in St. Louis.

JURGEN SCHLUNK (Foreign Languages, West Virginia University) published an article: "Fictional Response to Political Circumstance: Martin Walser's The Rabbit Race," in TEXT AND PRESENTATION: The University of Florida Department of Classics Comparative Drama Conference Papers, Vol. VIII, (UP of America, 1988).

SUMMER OPPORTUNITIES FOR FACULTY

National Endowment for the Humanities (NEH) Summer Seminars for College Teachers

Between 50-75 Summer Seminars will be offered in the 1989 NEH Summer Seminars for College Teachers Program. This program provides teachers in 2-year, 4-year, and 5-year colleges with a unique opportunity for advanced study or research in their own fields or in fields related to their interest. For 6 to 8 weeks during the summer, teachers selected to participate in the program will work under the direction of a distinguished scholar and with colleagues in an area of mutual interest. Approximately 12 faculty are chosen for each Seminar. Teachers selected to participate in the program will receive a stipend of from $2,750-$3,500 to cover travel, books, research and living expenses for the duration of the Seminar. The NEH brochures with complete information on the Seminars to be held in Summer 1989 are available after December 1. Deadline for application is March 1. NEH also has a Summer Institute program which is very similar to the Summer Seminar program, but for which university professors are also eligible. The application deadline for Summer Institutes is April 1. For further information on these and other NEH fellowships/seminars program contact:

NEH, Division of Fellowships and Seminars
Room 316, 1100 Pennsylvania Ave., NW
Washington, DC 20506; (202) 786-0463/0466.

Summer Seminar in Germany on "German Civilization"

The Fulbright Scholar Program has announced a six-week interdisciplinary seminar on contemporary German society to be held in June and July, 1989 in Bonn and Berlin. This seminar, conducted entirely in German, will examine the political, social, and economic institutions of the Federal Republic of Germany. The first five weeks will be held in Bonn, with the final week in Berlin. Up to 25 college and university professors will be selected to participate. Requirements include the PhD (or equivalent) and fluency in German. Each participant will receive round-trip transportation and a per diem allowance for meals, lodging, local travel and incidental expenses. Application deadline is JANUARY 1, 1989. Contact: Council for International Exchange of Scholars (CIES), Attn: German Civilization, 11 Dupont Circle, NW, Suite 300, Washington, DC 20036; (202)939-5415/5411.

1989 Faculty Seminars on German Politics, History and International Relations

A seminar for college faculty on German politics, history and international relations will be held June, 1989. The sessions will be held in English, and are designed principally for undergraduate college teachers. The sessions in East and West Germany are scheduled for June 9-28. Pre-seminar sessions will be held in Erfurt, Dresden, Weimar; the seminars will be held in East Berlin, Potsdam, West Berlin and Bonn. The seminars will be presented by German university faculty, political leaders and foreign office experts. PARTICIPANTS WILL BE RESPONSIBLE FOR THE COST OF TRAVEL TO AND FROM BERLIN. For further information contact: Lester H. Brune, History Department, Bradley University, Peoria, IL 61625.

SUMMER OPPORTUNITIES (cont.)

Fifteenth New Hampshire Symposium on the German Democratic Republic

From June 20-27, 1989, the 1989 Symposium will be held at the World Fellowship Center in Conway, NH. The theme this year is "The GDR at Forty: Taking Stock of the Past and Thinking about the Future." The seminar will consider -- from a multi-disciplinary point of view -- where the GDR has come from and where it is going, and will have both an historical and contemporary focus. As in past years, economists, political scientists, sociologists, and other social scientists, as well as other specialists on Germany and the language are urged to participate. One day of the Symposium will be devoted to discipline-oriented workshops. Social scientists and Germanists will meet in separate, parallel session to hear papers on discipline-specific topics. Papers are being solicited, and proposals are due by December 15. Papers may be given in English (preferred) or in German. For more information on the program and on paper proposals contact Margy Gerber, Institute fur Anglistik, Akademiestr. 24 A 5020 Salzburg, Austria. For information on the Symposium location, travel, etc., contact W. Christoph Schmauch, World Fellowship Center, Conway, NH 03818; (603) 356-5208.

Near East Center Faculty Enrichment Program at University of Michigan

This Faculty Enrichment Program offers grants to enable college faculty to improve courses with Near Eastern and/or North African content. Grantees may do library research, attend symposia and colloquia, screen films and examine other instructional aids, and consult with Univ. of Michigan faculty members on particular topics. Each program participant will choose a particular project, and will submit to the Center a final report, useful for teaching purposes, on his/her work, due within 3 months of the completion of the program. Stipends will cover travel to Ann Arbor, meals and lodging near campus for 3-7 days, plus a modest allowance for books and duplicating costs. Application information is available from: Elizabeth Barlow, Outreach Coordinator, 144 Lane Hall, Univ. of Michigan, Ann Arbor, MI 48109. Application Deadline: January 16, 1989. (Awards announced Feb. 15.)

Research Affiliate Program for African Scholars at University of Florida

This program enables college and university faculty to increase their expertise about Africa through contact with other Africanists and by using the African resources of the Univ. of Florida libraries. Center will offer several 2-month appointments to faculty who are African Studies specialists at institutions which do not have adequate resources for current African-related research. Stipend awarded to cover cost of housing, transportation, and living expenses. Annual deadline is January 31. For further information contact: Outreach Director, RAP, Center for African Studies, 470 Grinter Hall, Univ. of Florida, Gainesville, FL 32611; (904)393-2183.

Summer Institutes for Foreign Language Professionals at the Univ. of Arizona

The 55th Linguistic Institute, co-sponsored by the Linguistic Society of America (LSA) and the Modern Language Association (MLA), will be held at the Univ. of Arizona in Tucson from June 26-August 4, 1989. The Institute theme: "Bridges: Cross-Linguistic, Cross-Cultural, and Cross-Disciplinary Approaches to Language," emphasizes the breadth of linguistic investigation and the strengthening of the ties between linguistics and other disciplines. A special program has been developed for language-program coordinators at colleges and universities, and for school foreign language supervisors:

SUMMER OPPORTUNITIES (cont.)

Supervisors and coordinators will be required to take a course entitled "Current Issues in Foreign Language Teaching," and will be eligible to compete for special MLA professional fellowships. Sessions will be held on Computer Assisted Language Learning; Recent Trends in Communicative Language Teaching; Teaching (Inter)active Skills; Predictive Reading; Introduction to Authoring Systems; Language Testing; Second-Language Acquisition; and Literature in Language Teaching.

In addition, 56 regular courses at the LSA-MLA institute, of 2-week, 4-week, or 6-week duration are offered for graduate credit and will be open to all students of foreign languages, literatures, and linguistics as well as to members of the professional groups. The Institute will offer 8 elective courses in language teaching, in addition to the "Current Issues" course described above. Persons who have completed their studies may attend the institute as visiting scholars or professional affiliates, paying the basic fee of $500, or apply for a MLA fellowship. The MLA special fellowships are offered on a competitive basis to two groups of professionals: (1) full-time elementary or secondary school personnel responsible for supervision of foreign language instruction; and (2) full-time college or university faculty members responsible for supervision or coordination of elementary or intermediate level foreign language instruction. Further information on the programs may be obtained from the Institute Director:
Susan Steele, Dept. of Linguistics, Univ. of Arizona, Tucson, AZ 85721; (602) 621-6897 OR supervisors and coordinators can also receive information on the MLA institute and fellowships from:
Foreign Language Summer Institute, MLA, 10 Astor Place, New York, NY 10003-6981; (212) 475-9500.

1989 Summer Institute in the Spanish/Hispanic-American Archival Sciences

The Newberry Library Center for Renaissance Studies in Chicago announces its 1989 Summer Institute in Hispanic and Hispano-American Archival Sciences to be held July 5-August 11, 1989. This Institute will provide intensive training in the reading, transcribing and editing of Spanish and Hispanic-American manuscript books and documents from the late medieval through the early modern periods. Conducted in Spanish, the seminar will also offer a thorough orientation in the archives, libraries and manuscript collections available for work in Spanish and Hispanic-American studies. Deadlines for applications will be March 1, 1989. For further information contact: Center for Renaissance Studies, The Newberry Library, 60 W. Walton St., Chicago, IL 60610; (312) 943-9090.

Summer Institutes in Intensive French and Spanish at the University of Florida

Total immersion training for professionals interested in International Programs in Agriculture, Animal Science, Anthropology, Business, Education, Engineering, Health, and Population are offered at the Novice, Intermediate and Advanced levels. Primary emphasis will be on communication skills: listening and speaking, with training in reading for comprehension. The cost is $3,000 for each 4-week institute (includes tuition for 120 hours instruction, 248 hours of supervised conversation, and room and board). Summer Institutes in French or Spanish are held from June 11-July 8 and July 9-August 5, 1989. For further information contact: Dr. Esther Y. Smith, Inst. of Food & Agricultural Sciences, 3028 McCarty Hall, Univ. of Florida, Gainesville, FL 32611; (904) 392-1965.

CARNEGIE COUNCIL ON ETHICS IN INTERNATIONAL AFFAIRS
Faculty Seminars Announced

The Carnegie Council on Ethics in International Affairs (CCEIA), is a non-governmental agency that attempts to rally moral, educational, and business leaders to a democratic participation in the formation of foreign policy and to inform the American public about official US policy around the world. CCEIA sponsors a college-level curriculum development program. They attempt to generate materials in ethics and international affairs for classroom use, and they sponsor a number of programs to encourage interest and ascertain needs. They also conduct campus visits to observe existing efforts to incorporate ethics into international affairs curricula, make available recent publications in the field, and publish the journal Ethics and International Affairs ($10.00 per year). In addition, CCEIA sponsors lectures and seminars at a variety of institutions around the country. To be added to their mailing list for information on all Carnegie Council programs, see address below.

In 1988 CCEIA inaugurated a new series of seminars designed for faculty interested in developing curriculum material in this field. The seminars, which will follow a variety of formats and be held at different locations around the US and abroad, will begin with two three-day events at Cornell University and Smith College. Participation is limited to 15-20 faculty. Room, board, and tuition will be covered by the Council; the only cost to faculty is travel.

At Cornell, on December 8-10, 1988 the seminar topic will be "Teaching Ethics: The Question of Covert Action in a Democracy." Hosted by Henry Shue, director of the university's Center for Ethics and Public Life, the seminar will use the topic to explore the role of ethical questions in curriculum treatments designed by seminar faculty and participants. Keynoting the seminar will be former Director of the CIA William Colby, with an address on the ethics of covert action. The various sessions will focus on sorting out the presentation of ethical questions in this field, the use of case studies, and the development of curriculum materials for classroom use.

The Smith College seminar, "Teaching Ethics: The Question of Refugees," will follow a similar format (the dates are tentatively set for April 6-8, 1989). It will open with a public address by the actress Liv Ullman, who has long been personally engaged in supporting refugee concerns. Peter Rose, professor of anthropology and sociology at Smith, will host the conference and serve on its faculty.

In the near future, the Carnegie Council expects to announce several additional seminars on teaching ethics. Not all will follow this format. In addition, they expect that at least one major summer institute on various aspects of and approaches to the topic will be held in the summer of 1989. They welcome inquiries from faculty who might be interested in sponsoring such events on their own campuses.

For the Cornell and Smith seminars, the Carnegie Council states that faculty in the region of each seminar will be given preference, but no matter where you live, if you are interested in either or both of these events, contact Joel Rosenthal of the Carnegie Council at the address and phone below:

Carnegie Council on Ethics and International Affairs, 170 East 64th St., New York, NY 10021-7478; (212) 838-4120.

GRANTS/FELLOWSHIPS/FACULTY OPPORTUNITIES

NEH Travel to Collections Program

The Travel to Collections program of the NEH provides grants of $750 to assist American scholars to meet the cost of long-distance travel to the research collections of libraries, archives, museums, or other repositories throughout the US and the world. Awards are made to help defray such research expenses as transportation, lodging, and food. Deadlines are January 15 for travel between June 1 and November 30; and July 15 for travel between December 1 and May 31. For further information contact: Travel to Collections Program, Div. of Fellowships & Seminars, Room 316, NEH, 1100 Pennsylvania Ave., NW, Washington, DC 20506; (202) 786-0463.

Latin American Centers Visiting Scholars Program

The University of Illinois/University of Chicago Joint Center for Latin American Studies sponsors a Visiting Scholars Program for faculty from US colleges and universities without major research facilities. The program facilitates research in Latin America with awards of up to $1,500 for travel and expenses. Those interested in the 1989 summer program should contact: The Center for Latin American Studies, Univ. of Chicago, 5848 S. University Ave., Chicago, IL 60637.

W.K. Kellogg Foundation National Fellowship Program (KNFP)

Each year, fellowships are awarded to as many as 50 individuals who show a high level of success and accomplishment in their specific area of concentration. Candidates are drawn from academia, the public sector and the business community. A major aspect of the KNFP is the series of seminars conducted during the program's 3-year span. The seminars are focused on issues and problems facing leaders in domestic and international settings. In addition to required participation in the seminar series, two individualized efforts are pursued by the Fellows. The first is a self-directed activity meant to broaden the Fellow's perspectives about a social issue or problem; the second effort is to develop interprofessional skills which can be focused on societal problems. Numerous workshops, travel experiences, and consultations also add scope to the overall program. Each chosen Fellow is awarded $30,000 plus 12 1/2% of their salary (to a limit of $20,000 over the three years of the Fellowship). In addition, costs of attending the seminars are paid directly by the Foundation. This year's deadline is December 19, 1988. For further information about this program contact:

The Kellogg National Fellowship Program, W.K. Kellogg Foundation, 400 North Ave., Battle Creek, MI 49017; (616) 968-1611.

William and Flora Hewlett Foundation

The Hewlett Foundation has concentrated its support in recent years in the following programs: education, environment, conflict resolution, performing arts, and population. The foundation's international grantmaking falls almost exclusively into three categories of research and advanced training: support for studies on population and demography, on US-Mexico relations, and on international studies. Requests for grants should be initiated by preliminary letter of inquiry to the foundation. There is no fixed minimum or maximum with respect to size or grants, and no fixed deadline. For further information contact: President, William and Flora Hewlett Foundation, 525 Middlefield Road, Menlo Park, CA 94025.

MEMORIES OF CHINA

by Art Barbeau, West Liberty State College

Riding a donkey cart through the streets of Turfan ... eating spicy broiled mutton in a street market ... gaping at the "honkies" with the rest of the crowd ... having a daughter build pagodas and "old city walls" out of her Legos ... having Thanksgiving dinner with a dozen friends after a long day of teaching ... and having to eat roast goose because we couldn't get the turkey out of the zoo.

These are some of the memories of a year spent at Henan University in Kaifeng. At the time, there were some things that didn't come off quite as we had hoped. There were days when things went wrong. There were frustrations and angers, but in retrospect, these now seem unimportant. It was a good year.

My wife, 3-year old daughter, and I spent the year teaching in China. As this academic year started, I found myself frequently missing "He Da" and all the good friends we got to know there. I'd recommend the experience to others, and would gladly go again myself.

In retrospect, we made a good choice selecting Kaifeng from our other options. It did not have the glamor and the modernization of some of the bigger cities -- but that also gave it a special charm. Kaifeng is an old city; it was the capital of China during the Song dynasty. But the Huang He changed course and Kaifeng stagnated. It probably won't grow much beyond its present size of half a million. Even in Henan Province, other cities will grow faster than Kaifeng.

Its very smallness makes Kaifeng manageable. The city walls still surround the city. From one side of the wall to the other is less than four kilometers. Nowhere in the city is inaccessible by bicycle. In a city this small, you get to know many people and they view you as a resident, not as a stranger. Local merchants never took advantage of us, and Kaifeng has the best "night market" for street food in all of China.

He Da celebrated its 75th anniversary while we were there. The students in my Intensive Reading classes were good, and hardworking. Their level of comprehension and mechanics were excellent. Speaking and listening abilities tended to depend on how much they were willing to practice. At He Da, unlike some of the more prestigious schools, the students still know how to play. Intramural athletics were as much a part of life as the grind of the classroom. At Kaifeng City's English Corner, there was a chance to talk to many ordinary people, and to make some good friends.

Another lasting impression of a year in China was discovering what is important, and what can be done without. After a bit, we adjusted to having our TV and refrigerator two buildings away (though many schools provide these for every "foreign expert"). We survived not seeing a World Series, an entire college and pro football season, no hockey or NBA. It's nice to have access to these, but now we can keep them in perspective. With the way the Steelers and the Panthers are going, that's a relief.

MEMORIES OF CHINA (cont.)

The home in China gave us a base from which to see other parts of the country. Whenever the schedule permitted, we travelled: Xi'an during National Day in October; Luoyang on a school trip when the peonies were in bloom. A Friday night sleeper to Beijing -- spend Saturday in the city -- then a Saturday night sleeper back to Zhenzhou (no hotel bills!).

While students studied for the first term exams, we went to Emeishan and stayed in an unheated hotel in the snow in January. Then on to Kunming with its eternal Spring. We even survived a 45-hour train trip with a three-year-old. The long break for Chinese New Year permitted a trip to Guilin and Hong Kong.

The study period at the end of the second term gave us time to go to Nanjing, Shanghai, Suzhou, and Hangzhou. When the year was done, we were able to go from one side of China to the other: first the western end of the Great Wall and the Mogao Grotto in Gansu Province -- then to Urumchi and Turfan in China's far west. We then went back across the breadth of China to Shandong Province -- Confucius' home town of Qufu; Taishan, the beach at Qingdao.

In all, we were able to travel some 40,000 kilometers during the year we spent in China. We rode bikes, busses, boats, planes, donkey carts, horses, and even camels. But most of all, we rode the Chinese train system.

All in all, it was a very good year. There are many ways to get there. It's a chance to see China with someone else paying the bill. If any other FACDIS members are interested in considering such a trip, I'll help in any way I can. Regardless of your specialization, China is interested in you as an English teacher.

[NOTE: Interested faculty can contact Dr. Barbeau, Department of Social Sciences, West Liberty State College, West Liberty, WV 26074; (304) 336-8259.]

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FACDIS FACULTY REPORTS

I. Meeting: Languages for Business and the Professions: Seventh Annual Conference. Ann Arbor, MI, April 6-9, 1988.
FACDIS Faculty: Chantal Marechal (Foreign Languages, West Virginia Univ.)

Participation in the Pre-Conference workshops of the Sixth Annual Conference for Business and the Professions, sponsored by Eastern Michigan University in April 1987, had allowed me to reestablish contact between the WVU Foreign Language Department and the Chamber of Commerce of Paris, and to confirm our status as the official Examination Center for this region. I am pleased the announce that one of our candidates, Ms. Carla Williams, passed the test successfully (May 1988).

The 1988 Business/Industry/Government Career Day, organized on September 8, 1988 by the WVU Career Services Center gave me the valuable opportunity to talk to representatives from large American Corporations. Several (MacDonald, Pepsi Cola, JC Penney, DuPont, etc.) confirmed my opinion that the Certificate of the Chamber of Commerce of Paris was a valuable asset for an applicant for positions in international or Import/Export departments. I conveyed this encouraging information to the 25 students currently enrolled in the first semester of Commercial French (French 101) at WVU.

FACDIS FACULTY REPORTS (cont.)

I stated the above facts to explain why I am so grateful for FACDIS' financial assistance which made it possible for me to attend the Seventh Annual Conference for Business and the Professions. The activities of the conference were coordinated by the Department of Foreign Languages and Bilingual Studies, and the World College, an administrative unit of Eastern Michigan University created in order to serve as a "clearinghouse of information on internationally focused programs or events promoting the development of multilingualism and international sensitivity in the United States."

The program began on April 7 with a keynote session chaired by Dr. Geoffrey M. Voght, Associate Director of the World College. The panelists included Dr. Geneva Y. Titsworth, Chairwoman of the Board of Regents of Eastern Michigan University, Mr. Paul Burke, International Trade Specialist for the Michigan Department of Agriculture, and Dr. John Psarouthakis, Chairman and President of J.P. Industries, Inc.

Four concurrent sessions followed. The one I attended focused on Business French, and its main purpose was to provide basic documentation and guidance for courses and program development. Prof. Janet Stock (Utah State Univ.) talked about "The Rationale and Methodology of a Business French Course in a University Setting," and Prof. Andre Senecal (Univ. of Vermont) lectured on the "Training of French Language Students for the American Multinational." Both introduced a variety of materials and methods which I promptly incorporated in my Fall 1988 syllabus. The presentation of Dr. Elizabeth Girod Branan (Monterey Institute of International Studies) on "The Teaching of Business French in its Interaction with Legal, Economic, Political and Cultural Realities" was the most exciting experience of the morning. Prof. Branan's use of dramatization and videotaping of students' activities generated great enthusiasm.

The afternoon sessions had an even more technical orientation. The session on Business French featured three speakers: Dr. Regine Lambrech (Ecole Centrale de Lyon) gave, as an illustration of "Intensive French Language Training for Functional Use" a detailed and quite informative schedule of her courses. Dr. Jayne Abrate's (Drury College) paper on "Techniques of Teaching Business Correspondence in French" was undoubtedly one of the most relevant of the conference from my point of view. The writing of business correspondence constitutes a major feature of any preparation for the Exams of the Chamber of Commerce of Paris. The third speaker was Prof. Gilles Bousquet (Univ. of Wisconsin-Madison) whose presentation was "Entrepreneurs and Enterprises: The Making of a Course Unit in Business French - a Case Study."

The evening session focused more on teaching materials. Prof. Lila VanToch (Concordia University), whose talk was entitled "When Teachers Must Become Authors," brought, among other things, a precious list of publications and services offered by the Canadian Government, as well as from non-government sources.

On Friday, the conference opened with a General Session presided over by Mr. Ben Gutierrez, from the Board of Directors of the US Hispanic Chamber of Commerce. The participants discussed the use and value of cultures and languages for world business, the internationalization of business education, and the globalization of business strategies.

FACDIS FACULTY REPORTS (cont.)

Later sessions included one of the most outstanding presentations of the conference: Professors Cheri Frey-Hartel and Duffy Kasum (Cardinal Stritch College) presented the results of a team experience which generated much admiration and envy. I found their presentation on "The Highlights and Pitfalls of Developing an Intercultural Workshop in France" most useful, especially in its emphasis on human communication and cross-cultural effectiveness.

The conference featured a total of 30 sessions with varied topics (Business German, Business Spanish, International Marketing, Businesswomen Abroad, etc.). Interested faculty can contact me for a list of participants' names and addresses, a bibliography of EMU Conference papers subsequently published as articles, as well as the above mentioned materials list of Canadian government and non-government publications and services. [NOTE: Contact Prof. Marechal in Dept. of Foreign Languages, WVU, Morgantown, WV 26506; (304) 293-5121.]

II. Meeting: Modern Language Association Annual Meeting, San Francisco, December 27-30, 1987.
FACDIS Faculty: Francisco Romero Perez (Foreign Languages, Bethany College)

[ED. NOTE: Since Dr. Perez provided a lengthy 9-page report plus copies of numerous papers, this report has been summarized. Interested faculty may write to the FACDIS office for a copy of the complete report.]

Professor Perez attended over 10 panels and sessions. He states that the three types of sessions he attended, Chicano literature, nineteenth-century Spanish novel, and Foreign Language instruction, provided him with information that will help him re-assess his approaches to the teaching of literature to undergraduates.

In a session devoted to the function of the Foreign Language program director, Professor Richard V. Teschner, the current national president of the American Association of Teachers of Spanish and Portuguese (AATSP) spoke on "Qualifications, Status, and Rewards" of language program directors. Interested faculty would benefit from Teschner's ideas as published in his article, "A Profile of the Specialization and Expertise of Lower Division Foreign Language Program Directors in American Universities," The Modern Language Journal, Vol. 71, No. 1, Spring, 1987, pp. 28-35. Professor Teschner of the University of Texas, El Paso has gained an international reputation in the teaching of Spanish. In conversations with Dr. Perez, Teschner indicated his willingness to help any FACDIS member who wishes to correspond with him.

In the same session on Foreign Language program directors, Prof. Johanna Nichols (University of California-Berkeley) stated that foreign language departments have 3 distinctly separate functions: literature, linguistics, and foreign language instruction. She felt that program directors should be involved in only one function, preferably instruction. However she lamented that foreign language teaching in the first and second years is usually viewed has having less prestige.

Dr. Perez also attended sessions on "The Role of Explicit Grammar in the Teaching of Foreign Languages;" "More than Oral Proficiency: New Approaches to the Teaching and Evaluation of Listening and Reading Comprehension and Writing;" and "What Method Do You Use: Perspectives on Methods in Foreign Language Teaching."

FACDIS FACULTY REPORTS (cont.)

Observations in these sessions included: oral proficiency can be reached through many methods -- OP is not a method but a goal; listening, reading, and writing should be emphasized in the classroom, not at the expense of oral proficiency, but rather as an intrinsic support system for talking.

Dr. Perez was especially interested in the session on "For and Against Sartrean Engagement in Romance Literature," presented by the Romance Literary Relations Discussion Group, over which he will preside at the 1988 MLA convention. He has provided FACDIS with the following papers from this session:
1) "Sartrean Engagement: Joining the Battle," Steven Kellman, Univ. of Texas at San Antonio. 2) "Sartrean Engagement and Temoignage: The Poetry of the Spanish Civil War Period," Candelas M. Newton, Wake Forest Univ. 3) "Sartrean Engagement and the Latin American Novel: The Perspective of Claude Simon," Doris Y. Kadish, Kent State Univ., 4) "Sartrean Engagement: A Recap," Eric Sellin, Temple Univ.

Sessions on Galdos, sponsored by the Asociacion Internacional de Galdosistas (of which Dr. Perez is a member) were also of interest. Papers focused on feminism is Galdos' novels, and also on Galdos' plays. While the plays have been judged to be inferior to his novels, they were nevertheless very popular when originally performed in Madrid. (Dr. Perez has done extensive research on this subject.)

In addition, Professor Perez attended session on Study Abroad, arranged by the Association of American Programs in Spain, as well as the Center for Bilingual Bicultural Studies in Cuernavaca (Morelos), Mexico. He has also provided the FACDIS Study Abroad office with information on these programs.

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RESOURCES FOR TEACHERS

Newsletter: "The Political Science Teacher"

In 1988, the American Political Science Association (APSA) inaugurated a new publication to replace their earlier "NEWS for Teachers of Political Science." "The Political Science Teacher" is published quarterly and distributed to all individual members of APSA. The first issue of this publication (Winter, 1988) had a number of articles of interest, including "What is This Thing Called 'Faculty Development'?" by John King Gamble (Penn State); a teaching article on how to teach the concept of what revolution means (a simulation) by William F.S. Miles (Northeastern University); a proposal and syllabus for a seminar on Cultural Theory by Aaron Wildavsky (Univ. of California-Berkeley); and an article entitled "'Bureaucratic Bargaining': An American Foreign Policy Simulation" by Heidi H. Hobbs and Dario V. Moreno (University of Southern California). [Contact FACDIS office for more information on these articles, or write APSA, 1527 New Hampshire Ave, NW, Washington, DC 20036.]

The newsletter also announces "C-SPAN in the Classroom" -- a program of the public affairs cable television network, which actively encourages college professors to use its long-form telecasts as an educational tool. C-SPAN permits off-air taping of any of its telecasts for classroom use. To join the network's free "C-SPAN in the Classroom" program contact: C-SPAN, Dept. of Educational Services, 444 N. Capitol St. NW, Washington, DC 20001; (202) 737-3220.

RESOURCES FOR TEACHERS (cont.)

"THE WORLD TODAY SERIES": STRYKER-POST PUBLICATIONS

"The World Today Series" was begun in 1965 by a small group who felt there was a lack of realistic, relevant coverage of world areas in an easily obtainable format, and that hardback books often were inadequate in analyzing and distilling current trends (and were quickly out-of-date). Thus the series was designed to replace the detailed resources which were often "overburdened with unnecessary information and did not allow students to get a firm grasp of today's world." It was decided that the series must be annually revised and be available when classes began each fall. It took 19 years to complete the series which began with AFRICA 1966 and ended with CANADA 1985. Therefore, AFRICA 1988 is the 23rd edition, CANADA 1988 is the 4th.

The series, published by a West Virginia publishing company, Stryker-Post, is widely used in colleges and universities throughout the US and Canada. Six of their seven volumes (averaging 150 pp.) are priced at $6.50 each, with WESTERN EUROPE (485 pp.) priced at $13.50. Each volume has a selected bibliography. The Series is edited by Pierre Etienne Dostert. Following are the current titles:

AFRICA 1988, edited by Pierre E. Dostert. Includes sections on Africa Today, Historical Background, The Colonial Period, maps and country profiles. (186 pp.)

CANADA 1988, edited by Wayne C. Thompson. Includes sections on Canada Today, Culture, Geography, People, History, Political System, Foreign Policy, Defense Policy, and Economy. (123 pp.)

EAST ASIA AND THE WESTERN PACIFIC 1988, edited by Harold C. Hinton. Includes sections on Historical Background, Economic Development, Recent International Trends, maps and country profiles of over 18 Asian nations. (137 pp.)

LATIN AMERICA 1988, edited by Pierre E. Dostert. Includes sections on Latin America Today, The Early Americans, Conquest, Colonization, and the Challenge of Independence, US-Latin American Relations, maps, and country profiles. (180 pp.)

THE MIDDLE EAST AND SOUTH ASIA 1988, edited by Ray L. Cleveland. Includes sections on Terrorism, Historical Background, maps, and country profiles of over 25 nations. (157 pp.)

THE SOVIET UNION AND EASTERN EUROPE 1988, edited by M. Wesley Shoemaker. Includes sections on the USSR, Albania, Bulgaria, Czechoslovakia, East Germany, Hungary, Poland, Romania, and Yugoslavia. (154 pp.)

WESTERN EUROPE 1988, edited by Wayne C. Thompson. Includes sections on the German-Speaking Democracies, The French Republic, The BENELUX Countries, The United Kingdom and the Republic of Ireland, The Nordic Countries, Mediterranean Europe, and The Iberian Peninsula. (487 pp.)

Stryker-Post provided participants in the "Glasnost" and "Latin America" sessions of the 9th Annual Workshops with complimentary copies of the SOVIET UNION AND EASTERN EUROPE 1988 and LATIN AMERICA 1988, in order to introduce these texts to FACDIS members. Complimentary examination copies of their other titles are available upon request from: Stryker-Post Publications, Rt. 3, Box 120, Harpers Ferry, WV 25425; (304) 535-2593.

RESOURCES FOR TEACHERS (cont.)

GLOBAL STUDIES/ANNUAL EDITIONS PUBLICATIONS FROM DUSHKIN

The Dushkin Publishing Group, (see address below) has several series that would be of interest to faculty teaching international studies courses.

Global Studies is a series designed to provide comprehensive background information on the regions and countries of the world. Each volume includes: world regional and country maps; regional essays; a glossary of terms; a bibliography and an index. Updated regularly, each softcover volume is 224 pages and is priced at $10.95.

Global Studies: Africa, Second Edition. Editor, Dr. Jo Sullivan, Director, African Studies Center, Boston Univ. 1987 (3rd ed. available Spring 1989)
Global Studies: China, Second Edition. Editor, Dr. William Joseph, Wellesley College. 1987 (3rd ed. available Spring 1989)
Global Studies: Latin America, Third Edition. Editor, Dr. Paul B. Goodwin, Jr., Director, Center for Latin American Studies, Univ. of Conn., Storrs. 1988.
Global Studies: Middle East, Second Edition. Editor, Dr. William Spencer, formerly Professor of Middle East History, Florida St. U. 1988.
Global Studies: The Soviet Union and Eastern Europe, Second Edition. Editor, Dr. Minton F. Goldman, Northeastern Univ. 1988.

Annual Editions is a series of volumes designed to provide faculty and students with convenient, low-cost access to a wide range of current articles from important magazines, newspapers and journals. Each volume contains an annotated table of contents, a topic guide, unit overviews with challenge questions, and complete index. An instructor resource guide with test questions is available upon request for each of the Annual Edition volumes. Each softcover volume is approximately 250 pages and lists for $9.95. Titles include:

Annual Editions: Anthropology 88/89. Editor, Elvio Angeloni, Pasadena City College. 42 articles address: Anthropological Perspectives; Culture & Communication; The Organization of Society and Culture; Changing Families; Sex Roles & Statuses; Religion, Belief, & Ritual; Sociocultural Change.
Annual Editions: Comparative Politics 88/89. Editor, Christian Soe, Calif. St. Univ.-Long Beach. 66 articles address: Democratic Industrial Societies: Country Studies, Elements in the Political Process, Challenges, Controversies, Prospects; The Communist World; and the Third World.
Annual Editions: Geography 88/89. Editor: Gerald Pitzl, Macalester College. 43 articles address: Geography in a Changing World; Land-Human Relationships; The Region; Spatial Interaction and Mapping; and Population, Resources, and Socioeconomic Development.
Annual Editions: Global Issues 88/89. Editor: Robert Jackson, Calif. St. Univ.-Chico. 51 articles address: Global Issues: A Clash of Views; Population; Natural Resources; Development; Conflict; Communications; and Human Values.
Annual Editions: Sociology 88/89. Editor: Kurt Finsterbusch, Univ. of Maryland. 45 articles address: Socialization; Groups & Roles in Transition; Social Institutions in Crisis & Change; Stratification; Social Change & the Future.
Annual Editions: Third World 88/89. Editor: Jeffrey Elliot, North Carolina Central Univ. 50 articles address: Understanding the Third World; People, Power & Leadership; Stability, Crisis & Revolution; The Limits of American Power; Human Rights & Democratic Rule; Easing the Debt Crisis; A World in Change.

RESOURCES FOR TEACHERS (cont.)

Annual Editions: World Politics 88/89. Editor: Suzanne Ogden, Northeastern Univ. 59 articles address: The United States; The Soviet Union; American Allies; Western Europe, Canada, and Japan; Socialist States: Allies and Adversaries of the USSR; The Less Developed Countries; The International Political Economy; Aid, Investment, Trade, and Finance; The Arms Race, Arms Control, and Deterrence; and International Organization, International Law, and Diplomacy.

A final series, Taking Sides, provides students with viewpoints on "major enduring issues." Publicity states that "each volume is a tool for fostering critical thinking and for developing in students a serious concern for social dialogue." An instructors manual with test questions is available upon request. There are two softcover volumes, each listing for $9.95.

Taking Sides: Clashing Views on Controversial Political Issues. Editors: George McKenna, CUNY and Stanley Feingold, Westchester Comm. College. Opposing views on 20 controversial issues including: Do the News Media Have a Liberal Bias?; Is the End of the Cold War in Sight?; and Is America Declining? (Sixth Edition, 1988, 396 pages)

Taking Sides: Clashing Views on Controversial Issues in World Politics. Editor: John T. Rourke, Univ. of Connecticut, Storrs. Some of the issues addressed include: Is the US Justified in Its Support of the Contras?; Is the Soviet Union the Main Threat to World Peace?; Would Complete Nuclear Disarmament Be Desirable?; Should Congress Limit the President's War Powers?; Is the UN a Beneficial Organization?; and Will World Conditions Deteriorate Seriously in the Future? (First Edition, 1987, 336 pages -- 2nd ed. avail. Spring 1989)

For more information on the above titles from Dushkin, or to request examination copies contact:

Dushkin Publishing Group, Inc., Sluice Dock, Guilford, CT 06437 or call: (800) 243-6532.

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FOUR ATLASES OF REPRODUCIBLE PAGES FROM WORLD EAGLE

The following atlases, in reproducible black and white 8 1/2" x 11" pages contain illustrative maps, tables, and graphics depicting the respective continent's size, population, resources, commodities, trade, cities, food and agriculture, health, schools, jobs, energy, industry, and demographic statistics. Plus separate pages of individual country maps produced by the CIA and Dept. of State.

AFRICA TODAY (1987, 160 pp.)
EUROPE TODAY (1985, 153 pp.)
LATIN AMERICA TODAY (1986, 153 pp.)
ASIA TODAY (1988, 160 pp.)

Each atlas is available in three bindings. When ordering, specify which: Paperback $24.50 plus $2 shipping; Looseleaf $25.50 plus $2 shipping (imprinted binder for looseleaf is $3.50 additional); Hardcover $36.95 plus $2.75 shipping. Order from: World Eagle, Inc. 64 Washburn Ave., Wellesley, MA 02181; (617) 235-1415.

RESOURCES FOR TEACHERS (cont.)

AFRICA

A Resource Guide of African Studies Materials for Use by Adult Populations
Edited by Cynthia S. Sunal (Curriculum & Instruction, WVU) and Mohammed K. Farouk, this FREE guide presents a wide range of materials for studying or just enjoying various aspects of African life, culture, and history. The materials range from records to filmstrip/tape sets to books. The guide is annotated with descriptions and ordering information, and divided into several sections: Music, Art & Architecture, Theatre, Cooking, Literature, Religion, History, Contemporary Africa, and Resources. The guide was funded by a grant from the WV Humanities Foundation. To obtain a copy contact: Dr. Cynthia S. Sunal, Curriculum & Instruction, 604 Allen Hall, WVU, Morgantown, WV 26506; (304) 293-3442.

ASIA

Map of the Pacific Rim. This two-color (blue and brown) with white lettering map is 32" x 47". From 95 degrees East Longitude to 55 degrees West Longitude. Laminated and sealed. Grommeted for easy display. 1986. $16.95 plus $2.50 shipping from World Eagle (see address and phone on previous page.)

The Japan Database. Resource Guide for schools, colleges, and universities. Details 5 major categories of information about Japan: sources of information, curriculum materials, innovative programs, specialists on Japan, and exchange programs. The 429-page guide is available from the Council of Chief State School officers for $20. Write: The Japan Database Project, Council of Chief State School Officers, 379 Hall of the States, 400 North Capitol Street, NW, Washington, DC 20001.

Resources from the Asia Society

China's Entry into the World Economy: Implications for Northeast Asia and the US (Asian Agenda Report 11). By Nicholas R. Lardy. Report traces origins of China's transformation toward a pattern of economic growth and development, examines the prospects of sustaining it, and analyzes implications for US policy. 57 pages. $6.50. Contact: The Asia Society, 725 Park Ave., New York, NY 10021; (212) 288-6400.

Focus on Asian Studies. A resource journal for educators. Each issue includes feature articles, essays, resource listings, illustrations, book reviews, student readings, etc. Published 3 times per year. Recent issues include: "Korea: A Teacher's Guide" - $5.00; "India: A Teacher's Guide" - $7.00; "Vietnam: A Teacher's Guide" - $5.00; "Women in Asia" - $5.00; "Asian Leaders" - $5.00; "Essays on Vietnamese History" - $6.00. Postage for orders up to $15 is $1; over $15 is $1.50; over $25 is $2.50. Order from: The Asia Society (see above).

Introduction to Japan: A Workbook. Designed especially for sojourners to Japan, but also useful in the classroom. Provides culture-specific information, including the issues of trade and interdependence, religion, behavior patterns, and language insights. The workbook is interactive and comparative, providing users with exercises to involve them in the learning process. Researched and written by Linda Wojtan. $12.50 from Youth for Understanding, Dept. of Educational and Program Services, 3501 Newark St., NW, Washington, DC 20016.

RESOURCES FOR TEACHERS (cont.)

EAST EUROPE

The CCPCR Database

The Committee on College and Pre-College Russian (CCPCR) has compiled a database of information useful to teachers of Russian AND Russian Area Studies available FREE to all in the profession. The 10-category database, which will be regularly updated to include corrections and additions and expanded to include new categories, offers pertinent information in the following categories: 1) AV Suppliers; 2) Russian/East European Area Centers; 3) Computer Software; 4) Organizations of interest; 5) Suppliers of Print Materials; 6) Bibliographies; 7) Russian Language Texts; 8) Successful Russian Language Programs; 9) Supplementary Materials; 10) Travel/Study Programs. The printout from the CCPCR Database is available from: Johannes van Straalen, CCPCR Database Center, Choate Rosemary Hall, Wallingford, CT 06492; (203) 7722. The information will also be available soon through the BITENET system.

Guide to Print Materials: Russia/Soviet Union

Compiled and edited by Elizabeth Talbot (Univ. of Illinois) and Janet G. Vallant (Harvard Univ.). Originally published in 1985, copies of this 104-page guide, with added supplement (listing recently published materials) are available for $4.00 from the Russian and East European Center, University of Illinois at Urbana-Champaign, 1208 W. California Ave., Urbana, IL 61801; (217) 333-1244. (While originally designed for secondary school teachers, much information is relevant and useful for the college instructor.)

A Guide to Films About the Soviet Union

Detailed reviews, evaluations, ratings, and descriptions of 50 documentary and feature films. Complete information on ordering, price, and equipment. Second edition, 1987. $5.00. Order from: The Committee for National Security, 1601 Connecticut Ave., NW, Suite 301, Washington, DC 20009; (202) 745-2450.

The Other Side: How Soviets and Americans Perceive Each Other

By Robert D. English and Jonathan J. Halperin. What do Soviets learn from books, newspapers, and films about life in America? How do we, as Americans, form opinions of life in the Soviet Union? This book explores perceptions Soviets and Americans have of each other and how these opinions are formed. Reprinted are photos and political cartoons as well as excerpts from newspapers, magazines, speeches, books, etc. from both the Soviet and American media. 1987. 155 pages, $9.95. Order from Committee for National Security (see address above). (This is the first volume in a series entitled Beyond the Kremlin: Educational Books on the Soviet Union.)

Resources Available from Center for Russian and East European Studies at UVA

The above Center at the University of Virginia has recently purchased over 60 new movies, films, documentaries, and educational tapes. The Center is one of two institutions that lends educational materials free of charge -- nationwide. Write for their catalog of A-V materials, books, etc. on a wide range of subjects on Russia, Eastern Europe (including Greece and Turkey) and Soviet Union. Contact: Center for Russian and East European Studies, 103 Levering Hall, Univ. of Virginia, Charlottesville, VA 22903; (804)924-3033.

RESOURCES FOR TEACHERS (cont.)

WEST EUROPE

The European Communities: Basic Resources

This guide, prepared by Indiana University librarians, provides an annotated bibliography of indexes and catalogs of EC documents for researchers. A selective bibliography on the various institutions of the EC is categorized according to institution, with a larger general section on historical and policy-making issues. Listing includes references to several handbooks, bibliographies, and books and articles in English. An annotated list of yearbooks on European Studies can help direct researchers to detailed organizational aspects and activities, as well as statistical references. Guide concludes with an exhaustive listing of journals in the field of West European Studies. Cost: $2.00 from the West European Center, 542 Ballantine Hall, Indiana Univ., Bloomington,IN 47405; (812) 335-3280.

MIDDLE EAST

Two New Resource Guides from the Middle East Outreach Council (MEOC)

Middle East Materials for Teachers, Students, and the Non-Specialist

Contains an annotated bibliography of about 450 titles, primarily printed materials but also slide sets and film strips (but NOT film and video, see below). All are in print and currently available for purchase. The materials selected cover the Middle East from Morocco to Afghanistan and time periods from the rise of Islam to the present. Designed as a guide to the selection and use of print media at ALL levels. Compiled by coordinators of university Outreach centers and other specialists. Edited by Catherine E. Jones, Outreach Coordinator, Harvard Center for Middle Eastern Studies. 1988. 150 pp.

A Resource Guide for Middle Eastern Studies. Includes lists of national and regional Middle East outreach programs and organizations related to the Middle East, a section on how to organize a teachers' workshop, and an annotated list of about 450 films and videos. Compiled by Outreach center coordinators. General Editors: Ann Grabhorn Friday and Robert Staab (University of Utah). 1988. 135 pp.

Both of these above publications are available for $10.00 each (shipping and handling charge of $1.70 for each book ordered) from: Middle East Studies Association (MESA), Dept. of Oriental Studies, Univ. of Arizona, Tucson, AZ 85721; (602) 621-5850.

New Map on "The Muslim World" from World Eagle

This black and white laminated map is 32" x 50". Sealed, with grommets added for easy display. From Morocco to the Philippines. Miller Cylindrical Projection. Mountains, rivers, current political boundaries are indicated, as well as the locations of important cities of today and of earlier times. By Ellen-Fairbanks D. Bodman, Chapel Hill, NC. 1988. Cost: $23.95 plus $2.50 shipping from: World Eagle, Inc., 64 Washburn Ave., Wellesley, MA 02181; (617) 235-1415.

NEWS*NEWS*NEWS*NEWS*NEWS*NEWS*NEWS*NEWS

The FACDIS Newsletter needs news of you -- your publications, awards, grants, activities -- your campus, organizations, faculty/student events -- both past and present. We also request information on your teaching innovations and your syllabi for courses in which you have experimented with new teaching materials/-methods. We wish to increase our "syllabi bank" and share your hard work with other FACDIS members. Please complete this form and send syllabi to:

Ann Levine, FACDIS Newsletter Editor
Department of Political Science
West Virginia University
Morgantown, WV 26506

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Ann Levine
FACDIS
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THE NINTH ANNUAL WORKSHOPS IN INTERNATIONAL STUDIES

SPONSORED BY

The West Virginia Consortium
for Faculty and Course Development
in International Studies

November 10-11, 1988

Sheraton Lakeview Resort and Conference Center
Morgantown, West Virginia

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FACDIS Co-Directors

John Maxwell (History, West Virginia University)
Sophia Peterson (Political Science, West Virginia University)

Administrative Assistant

Ann Levine

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*Denotes Steering Committee Membership to November, 1989
**Denotes Steering Committee Membership to November, 1988
(Institutional Representatives serve on the Steering Committee)

Membership on the Steering Committee also includes the FACDIS Co-Directors: Dr. John Maxwell and Dr. Sophia Peterson

CRISIS AND CHANGE IN THE WORLD

November 10-11, 1988
Sheraton Lakeview Resort and Conference Center
Morgantown, West Virginia

WORKSHOPS
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THE CONSORTIUM FOR FACULTY
AND COURSE DEVELOPMENT
IN INTERNATIONAL STUDIES

Funding by grants from the
West Virginia Board of Regents and
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CRISIS AND CHANGE IN THE WORLD
Focusing on Democratization in Latin America, Glasnost', and Third World Literature
November 10-11, 1988

PROGRAM
Thursday, November 10

(Guide to consultants and speaker can be found at end of the Program.)

10:00 a.m.-1:00 p.m.
REGISTRATION: Governor's Ballroom Foyer

10:30 a.m.-12:00 noon
STATEWIDE STUDY ABROAD PLANNING SESSION
Room: Governor's Ballroom 4
Chairperson: Michael J. Strada, FACDIS Study Abroad Coordinator (Political Science, West Liberty State College)
This session, open to all interested faculty, will discuss FACDIS plans for increasing study abroad opportunities for all students, and will especially focus on FACDIS plans to increase bilateral and multilateral exchange opportunities.

12:00 noon-1:30 p.m.
LUNCH: Chestnut Rooms A & B
Opening Remarks: John Maxwell and Sophia Peterson, Co-Directors, FACDIS

1:45-3:15 p.m. FIRST SESSIONS
Topic 1: DEMOCRATIZATION IN LATIN AMERICA.
"Latin America: An Historical Overview"
Room: Governor's Ballroom 1
Consultant: James M. Malloy (Department of Political Science, University of Pittsburgh)
Chairperson: Charles Gruber (Social Studies, Marshall University)
Abstract: Latin America is in many ways a "living museum" in which the past and present are blended into a complex and fascinating mix. In this session we will tour the living museum by way of an historical overview of the region in which we will focus on the persistent cultural values, institutional legacies and structural factors that shape the current political and economic scene. Examples will be drawn from a number of countries including Brazil, the Andean Republics, Mexico and Central America.

Topic 2: *GLASNOST*': THE SOVIET UNION AND EAST EUROPE.
"*Glasnost'* and the Critique of Stagnation"
Room: Governor's Ballroom 2
Consultant: Thomas F. Remington (Department of Political Science, Emory University)
Chairperson: Michael J. Strada, (Political Science, West Liberty State College)
Abstract: This session will focus on the broadening press debate about the crisis in Soviet society: its moral decay, generation gaps, environmental degradation, ideological bankruptcy, inefficient industry, backward agriculture, and stifling bureaucracy. The differing points of view of liberalizers, Russian nationalists, minority nationalists, and "greens" will be identified and compared. The explosion of social criticism in the press has also set off a tense debate about the proper role of the mass media in a communist party-state.

Topic 3: THE THEME OF CHANGE: THIRD WORLD LITERATURE.
"Out of the Colonial Cocoon: Political Realities"
Room: Governor's Ballroom 3
Consultant: Brenda F. Berrian (Department of Black Studies, University of Pittsburgh)
Chairperson: Ethel Davie (Foreign Languages, West Virginia State College)
Abstract: Literature is a reflection of the social, political, economic, historical, and psychological realities of a country and its people. When reading African or Caribbean literature one is struck by the fact that the writer is very much influenced by politics. The explanation is largely due to the fact that the writer is probably a member of the political and intellectual elite. Therefore, African and Caribbean literatures tend to reflect the political upheavals within their countries before, during, and after European colonization. Using an excerpt from Ngugi wa Thiong'o's *Weep Not Child*, one will see the importance and reverence that a Kikuyu feels for his land. The short story, "No Sweetness Here" by the Ghanaian writer, Ama Ata Aidoo, describes the dilemma and alienation that have occurred among the newly educated elite. A poem by the Grenadian, Merle Collins, illustrates the pride of her people upon the eve of the revolution.

3:15-3:30 p.m.
BREAK: Governor's Ballroom Foyer

3:30-5:00 p.m. SECOND SESSIONS
Topic 1: DEMOCRATIZATION IN LATIN AMERICA.
"Authoritarians and Democrats: Regime Transition in Latin America"
Room: Governor's Ballroom 1
Consultant: James M. Malloy (Department of Political Science, University of Pittsburgh)
Chairperson: Charles Gruber (Social Studies, Marshall University)
Abstract: In 1964, the coup d'etat that extinguished democracy in Brazil was the beginning of a trend, by the end of the decade most of Latin America was under repressive military rule. Now an opposite tendency is in motion. The 1980's have seen the emergence of formal constitutional democracies in Latin America. In this session we will examine the cyclical alternation from authoritarian to democratic regimes and assess the long term prospects for democracy on the region. Examples will be drawn from the Southern cone of Latin America, the Andean Republics and Central America.

Topic 2: *GLASNOST'*: THE SOVIET UNION AND EAST EUROPE. *"Glasnost'* and Social Reform"

Room: Governor's Ballroom 2
Consultant: Thomas F. Remington (Department of Political Science, Emory University)
Chairperson: Michael J. Strada, (Political Science, West Liberty State College)
Abstract: The second session discusses the debate over "what is to be done" in the context of the Gorbachev leadership's strategy for reform. Many of the proposals that have been advanced for overcoming the stagnation of the system go considerably beyond the party's program. The more radical ideas include a pluralistic political system and a market-oriented economy. Many social groups have also seized the opportunity created by *glasnost'* to organize and make demands for cultural, national and environmental interests. Can Gorbachev's reform program accommodate free political participation by groups at cross-purposes with his objectives?

Topic 3: THE THEME OF CHANGE: THIRD WORLD LITERATURE. "Finding One's Own Space: Psycho-Social Realities."

Room: Governor's Ballroom 3
Consultant: Brenda F. Berrian (Department of Black Studies, University of Pittsburgh)
Chairperson: Ethel Davie (Foreign Languages, West Virginia State College)
Abstract: According to the Barbadian novelist, George Lamming, "the importance of an imaginative literature is that it takes us on the inside, charts a way into the human interior where definition often fails to illuminate the essence of what it defines." The cumulative impact of immigration and the abuse of polygamy are the two themes to be explored in this session. A chapter from the Trinidadian writer, Samuel Selvon's *The Lonely Londoners* decribes the intense cold and its effect upon an immigrant from a warm climate. A poem by Nobel Prize winner Wole Soyinka describes the problems that an African student encounters when trying to locate decent housing in England. Finally, the topic of polygamy is addressed, and an excerpt from the award-winning novel *So Long a Letter*, by a Senegalese writer, reveals the anguish of a wife who has been betrayed by her husband of 25 years.

5:00-6:00 p.m. MEETING OF THE FACDIS STEERING COMMITTEE: Nicklaus Room

5:00-6:00 p.m. FILM SCREENINGS

ARGENTINA: THE BROKEN SILENCE (1986)

Room: Governor's Ballroom 1
Moderator: Kenyon Stebbins (Anthropology, West Virginia University)
Summary: This film, in Spanish and English, covers the period from Juan Peron into the term of current President Raul Alfonsin. A brilliant account of the Argentine political, economic and social history from the 1940s through the mid-80s. 57 minutes
(Screened at 1988 Annual LASA meetings in New Orleans.)

FACES OF THE ENEMY (1987)

Room: Governor's Ballroom 2
Moderator: Virgil Peterson (English, West Virginia University)
Summary: This film examines the psychology of hatred and war. Shows how those considered to be enemies must first be dehumanized in order to justify destroying them. 56 minutes (16 mm)

6:00-7:00 p.m. SOCIAL HOUR (Cash Bar): Chestnut Room B

7:00-8:15 p.m. BANQUET: Chestnut Rooms A & B

8:15 p.m. KEYNOTE ADDRESS: Chestnut Rooms A & B
Marshall Goldman, Professor of Economics, Wellesley College and Associate Director, Russian Research Center, Harvard University
"Gorbachev and Perestroika: Why is Such an Impressive Leader Having Such a Hard Time?"

After Banquet: Nightcap Reception (Cash Bar): Chestnut Room B

FRIDAY, NOVEMBER 11

7:30 a.m. FACDIS INSTITUTIONAL REPRESENTATIVES BREAKFAST MEETING
Room: Governor's Ballroom 6

8:00 a.m. BREAKFAST: Chestnut Room A
(Please note this is not a buffet; participants desiring breakfast should be on time to be served.)

9:15-10:45 a.m. THIRD SESSIONS
All three sessions will be devoted to the same topic: "How to Incorporate New Knowledge and Resources into Classes." The sessions will suggest new approaches in teaching the material which was presented in the earlier sessions—how best to incorporate new knowledge and resources into our classes. Instructional materials and practical aids will be shared.

Topic 1: DEMOCRATIZATION IN LATIN AMERICA
Room: Governor's Ballroom 1
Consultant: James M. Malloy (Department of Political Science, University of Pittsburgh)
Chairperson: Charles Gruber (Social Studies, Marshall University)

Topic 2: *GLASNOST'*: THE SOVIET UNION AND EAST EUROPE.
Room: Governor's Ballroom 2
Consultant: Thomas F. Remington (Department of Political Science, Emory University)
Chairperson: Michael J. Strada, (Political Science, West Liberty State College)

Topic 3: THE THEME OF CHANGE: THIRD WORLD LITERATURE.
Room: Governor's Ballroom 3
Consultant: Brenda F. Berrian (Department of Black Studies, University of Pittsburgh)
Chairperson: Ethel Davie (Foreign Languages, West Virginia State College)

10:45-11:00 a.m. BREAK: Governor's Ballroom Foyer

11:00 a.m.-12:00 noon PLENARY WRAP-UP SESSION

Room: Governor's Ballroom 1-2-3

Moderator: Sophia Peterson (Political Science, West Virginia University)

Abstract: All workshop participants and consultants will join together in a plenary session to discuss the benefits and difficulties in implementing the results of these workshops in the classroom.

ADJOURNMENT

SPEAKER AND CONSULTANTS

Keynote Speaker

MARSHALL GOLDMAN (Ph.D., Harvard University). Professor of Economics, Wellesley College and Associate Director of the Russian Research Center, Harvard University. An internationally-known expert in the Soviet economy and the economics of high technology, Dr. Goldman is often called on as a consultant by the State Department, the Environmental Protection Agency and the Council on Environmental Quality. He is best known to the general public for his regular appearances on "Good Morning America" as an economic commentator, and on such programs as "Nightline," and "The MacNeil/Lehrer News Hour." A frequent visitor to the Soviet Union, he has met with Soviet officials, business leaders, and diplomats, in addition to attending Soviet-American conferences. He presented his most recent book, *Gorbachev's Challenge: Economic Reform in the Age of High Technology* (1987), to Mikhail Gorbachev during Gorbachev's visit last spring in Washington. Other recent titles dealing with the Soviet Union include *USSR in Crisis: The Failure of an Economic System* (1983), *The Enigma of Soviet Petroleum: Half Empty or Half Full* (1980), *Detente and Dollars: Doing Business with the Soviets* (1975), and *The Spoils of Progress: Environmental Pollution in the Soviet Union* (1972). He is a contributor of articles to numerous journals such as *Foreign Affairs* and *The Journal of Political Economy*. Dr. Goldman was a Fulbright Visiting Lecturer at Moscow State University in 1977, and received a Brookings Institution research professorship to study Soviet foreign aid in 1964. His many prestigious membership i include participation on the Council of Foreign Relations. In 1985 he received an ho orary Doctor of Laws degree from the University of Massachusetts, Amherst.

Consultants

BRENDA F. BERRIAN (Doctorat de 3e cycle, Universite de Paris III-Nouvelle Sorbonne). Associate Professor of Afro-American, French and English African and Caribbean Literature, University of Pittsburgh. Professor Berrian is a specialist in African and Caribbean literature, with an emphasis on women writers. Her publications include *Bibliography of African Women Writers and Journalists* (Three Continents Press, 1985) and the forthcoming *Bibliography of Caribbean Women Writers* (Three Continents Press, Fall 1988). She has also contributed to bibliographies on "Anglophone Caribbean Literature" and "Francophone Caribbean Literature" in the journal *Callaloo*. Professor Berrian is the author of various additional bibliographies, monographs, articles and book reviews on Black Literature, including *Haiti, Harlem, and Africa and the Great Cultural Revolution* (Nuclassics and Science, 1978), and "The Afro-American and West African Marriage Question: Roots of Disharmony?" in *African Literature Today, Vol 15* (Africa World Press, 1986). The recipient of numerous grants and awards, including a grant from the Commonwealth of Pennsylvania to co-direct the Creative Visions Multicultural Literature Project for students in the Pittsburgh Public School System, she has also served as consultant at various universities, including the University of the West Indies, and at universities in Germany. Most recently in April of 1988, Professor Berrian was co-convener for the 13th Annual African Literature Association Conference.

JAMES M. MALLOY (Ph.D., University of Pittsburgh). Chairperson and Professor of Political Science, University of Pittsburgh. A noted Latin American specialist, Dr. Malloy's most recent books include *Authoritarians and Democrats: Regime Transition in Latin America*, co-edited with Mitchell Seligson (University of Pittsburgh Press, 1987) and *Revolution and Reaction: Bolivia 1964-1985*, co-authored with Eduardo Gamarra (Transaction Press, 1988). Professor Malloy is the author of numerous other books and monographs, and is currently working on a comparative study of Statecraft and Citizenship in Latin America, and on a team study of "Private Sector Interest Groups, Political Parties and Economic Policy making in Bolivia, Ecuador and Peru," funded by a research grant from the Howard Heinz Endowment. A frequent guest lecturer at other institutions, he speaks both in the U.S. and in Latin America, and has been a visiting professor at the Universidad del Pacifico in Lima, Peru (1981) and at the Escola Brasileira de Administracao Publica in Rio de Janeiro, Brazil (1974-75). During 1981-82, he was a Faculty Associate, University Field Staff International. The recipient of numerous fellowships and grants for research in and on Latin America, he participated in a Tinker Foundation Team Research Grant for study of Social Security in Latin America. In 1984 he served as a member of the Official Delegation of the Latin American Studies Association to observe the Nicaraguan elections.

THOMAS F. REMINGTON (Ph.D., Yale University). Associate Professor of Political Science, Emory University. Professor Remington teaches comparative politics and specializes in communications policy in the Soviet Union. His emphasis in Soviet Studies developed under Frederick C. Barghoorn at Yale University. The author of four recent books, including *The Truth of Authority: Ideology and Communication in Soviet Society* (University of Pittsburgh Press, 1988), and *Politics in the USSR*, 3rd ed., co-authored with Frederick C. Barghoorn, (Little Brown & Co., 1986), Professor Remington has also published numerous scholarly articles relating to Soviet politics. He is currently Director of Graduate Studies for the Emory University Political Science Department, and served as Director of the Emory Program in Soviet and East European Studies from 1983-1985. Dr. Remington received an International Research and Exchanges Board (IREX) fellowship for dissertation research at Leningrad University in 1977, and served as a Visiting Fellow at the Kennan Institute for Advanced Russian Studies in Washington, D.C. during 1981. He will be Senior Fellow of the Harriman Institute of Columbia University in spring semester 1989.

PROGRAM COMMITTEES FOR THE WORKSHOPS

Central Program Office

Program Coordinator: Sophia Peterson
(Political Science, West Virginia University)
Administrative Assistant: Ann Levine

Democratization in Latin America Planning Committee

Chair: Charles Gruber (Social Studies, Marshall University)
Committee: Paul Lutz (Social Studies, Marshall University)
Patricia Mulvey (History, Bluefield State College)
Kenyon Stebbins (Anthropology, West Virginia University)

Glasnost': The Soviet Union and East Europe Planning Committee

Chair: Michael Strada (Political Science, West Liberty State College)
Committee: Robert Blobaum (History, West Virginia University)
Evelyn Harris (Political Science, University of Charleston)
Duke Talbott (History & Economics, Glenville State College)

The Theme of Change: Third World Literature Planning Committee

Chair: Ethel Davie (Foreign Languages, West Virginia State College)
Committee: Gerald Beller (Political Science, West Virginia State College)
Francisco Pérez (Foreign Languages, Bethany College)
Janice Spleth (Foreign Languages, West Virginia University)

The West Virginia Consortium
for Faculty and Course Development
in International Studies

1988-1989 Study Abroad Services:

"A World at Your Doorstep"

- **WV Resident Study Abroad Programs:**
  information concerning semester, summer, or year-long programs directed by professors from West Virginia colleges and universities
- **Travel Study Programs:**
  the availability of academic credit for 15 short-term travel study programs to 10 countries led by West Virginia FACDIS-institution professors
- **New Student Exchange Programs:**
  The International Student Exchange Program (ISEP) at West Virginia University, a West Liberty State College Australian Exchange, and proposed WVU exchanges in Scotland and Mexico
- **PCIE Partnerships:**
  FACDIS' partnership with the Pennsylvania Consortium for International Education (PCIE) allows West Virginia students to participate in programs from Lock Haven University and Indiana University of Pennsylvania at in-state tuition rates
- **Reply Card Information by Mail:**
  Posters distributed to FACDIS-institution campuses contain tear-off reply cards for further information on the above programs and hundreds of others nationwide

Coordinator, FACDIS Study Abroad Program

MICHAEL J. STRADA
Department of Political Science

West Liberty State College (304-336-8015) M, Th, F
West Liberty, WV 26074

West Virginia University (304-293-7140) Tu, W
Morgantown, WV 26506

WEST VIRGINIA RESIDENT STUDY ABROAD PROGRAMS

Resident study abroad programs of a semester, summer, or year in duration offer students the opportunity to experience a foreign culture in depth. Students live either in a dormitory or with a host family and attend traditional classes in the host country.

Professors from West Virginia colleges and universities direct a number of resident study abroad programs available to students from FACDIS institutions. The majority of these are intended for foreign language students; however, some are conducted in English and aimed at students with varied backgrounds.

Resident study abroad programs directed by faculty members from West Virginia institutions are listed below by country. Further information may be obtained from the faculty director.

AUSTRIA

Professor Axel Claesges (Foreign Languages, West Virginia University) will direct a summer session in Austria for the 19th year. The 1989 session offers six hours of academic credit granted by the Salzburg College and transferable to West Virginia University and other institutions. Program will be held from May 14 to June 16, 1989. Students will live with local families and the cost of the program is approximately $2,125. Contact Professor Claesges at (304) 293-5121, or write to the Department of Foreign Languages, West Virginia University, Morgantown, WV 26506.

Alderson-Broaddus has also conducted a program in Salzburg for many years. After being offered in the summer during recent years, it will shift to a semester program again this year. German language and culture courses are offered. Address inquires to: Dr. Donald A. Smith, Alderson-Broaddus College, Philippi, WV 26416; (304) 457-1700.

COLOMBIA

Professor Pablo Gonzalez (West Virginia University) will lead a summer language and humanities program at the University of Manizales, Colombia. Trips to cities such as Cartagena are included. Nine hours of credit may be earned. The program runs from May 14-June 25, 1989, and costs $2,250. Students live with host families. For further information contact Professor Gonzalez at (304) 293-5121, or write to the Department of Foreign Languages, West Virginia University, Morgantown, WV 26506.

ENGLAND

Courses in the History and Society of Britain will be offered by Professor David Bard (Concord College) from July 10-August 2, 1989 in London. Six credits are available through Concord College, with a program cost of about $1,850. Call Dr. Bard at (304) 384-3115, ext. 232, or write to the Department of History, Concord College, Athens, WV 24712.

FRANCE

Professor Jean Pierre Ponchie (West Virginia University) directs a semester program in Caen, France, every spring. Courses are offered in French language, literature, culture, history, and politics and students may receive 15-18 credit hours from West Virginia University. 1989 total program costs are $2,570 for in-state students, and $3,635 for out-of-state students. Call Professor Ponchie at (304) 293-5121, or write to the Department of Foreign Languages, West Virginia University, Morgantown, WV 26506.

A six week summer semester in Paris will be offered by Professor Joseph Renahan (West Virginia University) with courses in French phonetics, conversation, grammar, and civilization. Students may take 6-9 credits in this program which runs from June 29-August 11, 1989. Trips to Lyon, Aix, and Nice are planned, and approximate price is $2900. Call Professor Renahan at (304) 293-5121, or write to the Department of Foreign Languages, West Virginia University, Morgantown, WV 26506.

SPAIN

Students may choose between 5 week ($2,200 and 6 credits); 6 week ($2,600 and up to 9 credits) and Spring Semester ($3,500 and 15 credits) programs offered at the University of Valladolid. Summer programs begin June 29, 1989. Students may live with families or in University dormitories. Program Director is Professor Robert Elkins, Chairman of the Department of Foreign Languages at West Virginia University and may be reached at the Department of Foreign Languages, West Virginia University, Morgantown, WV 26506; (304) 293-5121.

IUP SUMMER PROGRAMS

The FACDIS partnership with Indiana University of Pennsylvania allows our students to participate in IUP summer programs at in-state tuition rates. IUP Summer Programs include: China, Mexico, Hungary, England, among others.

OPPORTUNITIES FOR FACULTY TO TEACH THROUGH IUP PROGRAMS

Indiana University of Pennsylvania (IUP) welcomes FACDIS faculty proposals to teach courses in IUP Summer Programs. Contact Michael Strada, or write to: Dr. Robert Morris, International Studies, 103 Keith Hall, IUP, Indiana, PA 15705; (412) 357-2295.

EXCHANGE PROGRAMS

A significant variety of short-term travel study and semester or academic year resident study programs have been available to West Virginia higher education students for many years. Efforts have been made recently to augment these traditional study abroad options for students with bilateral and multilateral exchange programs. Exchange programs tend to be relatively inexpensive, build relationships with foreign universities, and lead to faculty exchanges. New student exchange programs now in operation are The International Student Exchange Program (ISEP) at West Virginia University and a bilateral exchange between West Liberty State College and the Institute of Catholic Education, Ballarat, Victoria, Australia. Proposed exchange programs are being explored between West Virginia University and universities in Glasgow, Scotland and Guanuato, Mexico.

ISEP

The International Student Exchange Program offers exchange placements to students at member institutions in roughly 100 foreign universities on six continents. Students continue to pay room, board, tuition and fees to their home institution, thereby creating an open place for an incoming student, and then take the place of another student abroad. Students from FACDIS institutions may in the future be able to participate through WVU. However, at present, non-WVU students can only apply to ISEP through our partnership with Indiana University of Pennsylvania. Contact Dr. Strada for details.

WEST LIBERTY AUSTRALIAN EXCHANGE

West Liberty State College has developed an exchange with the Institute of Catholic Education, Ballarat, Victoria, Australia. At present only West Liberty students are eligible, but the inclusion of other FACDIS institution students is being considered. Program Director is Dr. Maryann Ehle, Department of Education and Human Resources, West Liberty State College, West Liberty, WV 26074; for further information contact Dr. Ehle at (304) 336-8080.

MEXICO AND SCOTLAND

West Virginia University is planning to implement new exchange programs in the Fall of 1989. One is with the Glasgow College of Technology in Glasgow, Scotland. The other is with Guanuato University in Guanuato, Mexico. Contact Dr. Strada for information.

LOCK HAVEN UNIVERSITY EXCHANGES

Lock Haven (PA) University has excellent exchange programs of a semester and academic year in duration. The FACDIS Partnership with Lock Haven allows West Virginia students to participate in these affordable exchanges at in-state tuition rates. Programs are in: Armidale, Australia (student teaching); Cairo, Egypt; Reading or Nottingham, England; Paderborn, Germany; Nara, Japan; Lublin, Poland; Taichung, Taiwan; Quito, Ecuador; Zagreb, Yugoslavia. Contact Dr. Strada, or write directly to: Dr. Jack Johnston, International Studies Office, Lock Haven University, Lock Haven, PA 17745; (717) 893-2140.

SHORT TERM TRAVEL STUDY

Short-term travel study opportunities are being offered for academic credit by a variety of West Virginia professors in 1988-89. They are generally less than three weeks in duration, involve travel within a country or countries, and require academic work as well as participation in a tour. Prices include transportation, but departure cities vary. Travel study leaders should be contacted directly for further information.

DESTINATION	DATES	APPROXIMATE COST	DIRECTOR	INSTITUTION	PHONE
Turkey: 6 cities and Rome, Italy	26 Dec-14 Jan	$2,100	Phillips V. Brooks	Davis & Elkins	636-1900 (ext. 293)
Italy: Rome, Florence, Pompeii	27 Dec-3 Jan	$ 799	Clair W. Matz	Marshall U.	696-2465
San Jose, Costa Rica	28 Dec-5 Jan	$ 800	Jane Rhoades	Marshall U.	696-2900
Interlaken, Switzerland	3 Jan-10 Jan	$ 800	Michael Schmich	Bethany	829-7915
Cuernavaca, Mexico	6 Jan-28 Jan	$1,582	Francisco R. Perez	Bethany	829-7000
London, Oxford, Canterbury: theater	3 Mar-12 Mar	$1,075	Byron Nelson	West Va. U.	293-3107
Rome, Italy Athens, Greece	3 Mar-12 Mar	$ 999	Joseph Renahan	West Va. U.	293-5121
Moscow, Leningrad USSR	16 Mar-25 Mar	$1,409	Vincent Regan	WV State	727-9308
Germany, Switzerland, Luxembourg, Iceland	19 Mar-27 Mar	$1,639	Duke Talbott	Glenville St.	462-7361
Athens and Greek Islands	19 Mar-27 Mar	$1,224	Michael Cornfeld	Marshall U.	696-2897
12 Egyptian Sites	1 June-18 June	$1,850	Herta Jogland	WV State	766-3180
Italy: Rome and other sites	13 June-6 July	$1,900	Karen Rychlewski	West Liberty State	336-8264
Moscow, Tallinn, Vilnius, Leningrad	18 June-1 July	$2,500	Michael Strada	West Liberty State	336-8015
London theater	Jul 5-19	$1,500	David Wohl	WV State	766-3066
London & Oxford	Aug 5-19	$1,525	Mark Coffindaffer	Alderson-Broaddus	457-1700 (ext. 289)

STUDY ABROAD

The West Virginia Consortium
for Faculty and Course Development
in International Studies

TRAVEL STUDY MANUAL
Spring, 1987

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TRAVEL STUDY MANUAL

Participation in study abroad programs by higher education students in West Virginia institutions has lagged significantly behind our neighboring states. During the Fall Semester, 1985, the FACDIS office conducted a survey of selected institutions and consortia in the region, and found that students in neighboring states have many more opportunities to study abroad than the students at institutions in West Virginia. In order to create opportunities for our students commensurate with the age of international interdependence, FACDIS is involved in facilitating both resident study and travel study experiences. Resident study consists of traditional classroom instruction taken abroad for a semester, summer, or academic year. Short term (3 weeks or less) travel study infuses academic content and assignments to augment a group travel experience for academic credit. It is the latter experience which is the focus of the FACDIS Travel Study Manual.

In December, 1985, FACDIS surveyed all members concerning travel study experience. Of 111 faculty respondents, only 25% had ever led an academic trip to another country, but fully 83% expressed an interest in doing so. This manual is intended as an introductory resource for those faculty members who would like to lead an academic travel experience abroad but lack basic information on how to plan and organize such a trip. It constitutes a place to begin, but is not presented as comprehensive. Communication with experienced FACDIS group leaders is invaluable, and it is hoped that this manual will stimulate interest and will lead to further networking.

Travel study programs vary considerably in form and content. Nevertheless, most appear to share at least some of the following objectives: 1) to whet academic appetites in area studies or language courses; 2) to offer students experiential learning opportunities to follow-up academic course training; 3) to emphasize specific content (e.g., theater tour); 4) to encourage the informal learning which occurs in the process of travel and sightseeing; 5) to facilitate cross-cultural contact; 6) to develop improved foreign language skills.

Semester or year-long resident study programs offer students a more in-depth immersion into the culture of a foreign nation than do travel study tours. Nevertheless, it is an indisputable fact that the great majority of American students who experience exposure to foreign cultures do so through travel study

ventures. They are relatively brief in duration, and do not interfere with the student's normal academic progression. They generally do not require extensive foreign language training, are relatively affordable, and offer the security of a foreign experience with a group of familiar people. In addition, travel study sometimes serves as the introduction to a foreign culture which energizes the student and propels him or her toward a longer resident study experience. For all these reasons, we believe that well-organized, affordable, and academically-sound travel study experiences are valuable to students and faculty alike, and deserve encouragement and support.

Much of the information included in this Travel Study Manual is derived from a questionnaire sent in December of 1986 to experienced travel study group leaders, and we would like to acknowledge the varied contributions of those colleagues to this project. People like Phillips Brooks (Davis and Elkins College) and Clair Matz, Jr. (Marshall University) have consistently supported FACDIS' efforts to expand travel study activity in West Virginia.

PLANNING

Lead Time

Since travel study tours vary so greatly with respect to duration, destination, activities, size, and educational objectives, it is somewhat difficult to generalize about them. One common feature, however, is the need to devote adequate lead time to planning the entire experience, including the orientation and academic work which may precede and follow the actual trip. One full year seems about the minimum time from a decision to lead a group to actual departure. Some of the decisions which you make well ahead of the trip will go a long way in determining the success of the tour, and should be given the time they deserve. It is, of course, also helpful to communicate with colleagues who have organized travel study trips, especially those who have recently completed successful tours. A list of 1986-87 group leaders is provided in Appendix A.

Where to Go?

The most basic decision concerns where you want to go. It need not necessarily be a country where you have great experience or have studied extensively. You may choose to recruit a colleague with language or area expertise and devote your efforts to designing the practical aspects of a trip that appeals to students. Some travel study leaders choose to return annually to the same country, thereby

developing considerable expertise in practical travel matters related to that country as well as in academic areas This strategy is made more feasible by the FACDIS Consortium's facilitating of student recruitment from more than one institution. Others prefer to organize trips to a variety of countries over a period of years.

Whom to Take?

Another early planning decision ought to identify the target population for the trip. Do you want all students? Students and faculty? A certain percentage of community people? This decision will help to shape many other aspects of your planning. One such ancillary decision is the time of year and exact dates for the trip. If you are recruiting primarily students, then late December to mid-January or Spring Break may work best, because these times are off-peak and somewhat cheaper and less crowded than summertime, and do not interfere with students' academic or summer work schedules. If students from more than one institution will comprise the majority of the group, then close inspection of each institution's academic calendar is necessary to avoid scheduling conflicts. On the other hand, if faculty and community people are primary recruiting populations, then the greater ease and comfort of summer travel to most places may be worth exploring, even if prices are generally higher at that time of year.

Duration of Trip

Once you know where you are going and the time of year, you will want to decide on the length of the trip, specific cities (and number) to visit, group size, and the target cost per person. The length of the trip depends to some extent on its purpose and objectives, vagaries of local climate, and size and composition of the group. The 9 or 10 days afforded by a Spring Break would seem to constitute the bare minimum amount of time for most trips. One successful annual winter trip run by a FACDIS professor lasts a full 35 days. The average, however, is between 15 and 21 days. The intensity of a good trip can be lost by dragging it out beyond the endurance level of the group, but by the same token, nothing can be more frustrating than paying to go abroad and not having adequate time to absorb and appreciate what one sees. The proper balance is important, and you will want to give serious thought to this issue. Concerning the number of cities to be visited, a common mistake reported is trying to cram too many cities into a trip so that a disproportionate amount of time is spent on the run

and waiting in airports, rather than in museums, theaters, or in socio-political discourse with the natives. For the first trip, it is probably wise to schedule one city less than what seems appealing to you a year prior to the trip.

How Many to Take?

Group size is another related issue, and bigger is not always better. If you decide to limit the group to 15 or to 25, you may benefit from holding to that decision rather than trying to accommodate everyone. Some colleagues use application forms, evaluative criteria, selection committees, and limited enrollment. Too many participants is generally a bigger problem once the trip is underway than is too few participants. For example, do not go beyond what constitutes one bus load of people on your first travel study trip. An Intourist bus in the Soviet Union holds 38 people. To go beyond that number and require a second bus complicates the life of a group leader immeasurably, and should not be undertaken without specific planning, preparation, and division of labor with one or more co-leaders. For a first travel study trip, think small. It is easy to get caught in the euphoria of pre-trip proliferation of numbers, but you will pay in vastly increased complexity during the trip.

Costs

The cost of the trip is also something largely within your control. Not only can you get varying bids from travel agents and airlines, but you can get various plans from each of them. For example, how many free slots you want will significantly affect the price. If you request one free for ten participants, the price will obviously be higher than if you request one free per 15, or one per 20. Prices can be negotiated and competitive bids can be used as bargaining chips. Also, if the exchange rate of the US dollar is in a downward trend (as in early 1987), it is wise to "lock in" an agreement well ahead of time, if possible.

TRAVEL ARRANGEMENTS

Tied into the early planning process is the decision on how to handle travel arrangements. Some experienced travel study leaders handle all of their own arrangements and avoid the use of travel agents completely. Others arrange packages with regional specialized airlines, thus eliminating the costs of a middleman. However, for a first experience, you will more than likely want to choose a travel agent to handle travel arrangements. You will have your hands

full with numerous other responsibilities and will benefit from having a professional handle travel questions. The recommendations of colleagues (see Appendix B) are vital in this area. Choose wisely because sloppy travel arrangements can detract from what may be an otherwise flawlessly planned program. Be certain that there is an explicit division of labor with the agent at the outset, and put it in writing if that seems appropriate to you. Problems often arise if you have a large group with many people arranging separate travel legs before, during, or after the trip. There is something to be said for keeping a group intact as a group. Once individuals begin to make separate arrangements, the chances for problems with the agent increase significantly, as does the complexity of your life as a group organizer. Linking up with group members is often not as simple in reality as it appears on paper ahead of time. If group members begin making many separate arrangements, stop and ask yourself if the agent's office is large enough and sophisticated enough to fit all the pieces of the puzzle together.

Make sure that you get specific information in writing on itinerary, flights, and accommodations well ahead of the trip. If you wait until the last minute, it will be too late to alter unacceptable travel arrangements which may be convenient for the agent, but not in the interests of your group. Try to avoid unnecessary delays in airports, superfluous connecting flights, and stopovers in cities which are too brief. Ratio of "travel and waiting time" to "productive time" is easy to gloss over ahead of time, but of critical importance to the spirit of the group during the tour. Pay attention to the details and ask questions.

ACADEMIC ISSUES

In your long-term planning remember that the academic work you assign for travel study will likely be without compensation and will be work beyond your already busy schedule. Most FACDIS colleagues who conduct travel study trips require the majority of academic work to be completed by students after the trip is completed. Variable credit from 1-3 hours is generally made available to students, with common activities including: orientation sessions, a log or journal of personal reactions, readings, handouts, book reviews, and research papers. All 19 trips by West Virginia faculty in 1986-1987 are available for credit. Some involve a pass-fail grade for credit, while most are for a letter grade, and are offered under a Special Topics number in a variety of departments,

including Art, History, Political Science, English, Foreign Language, and Geography.

A nagging question which the sponsoring professor must continually address concerns the validity of academic content since academic credit is involved. There are colleagues who simply oppose non-traditional instruction and will therefore reject any travel study program. There are also legitimate concerns sometimes raised about travel study as an academic vehicle. These questions impose a burden of responsibility on the organizer of a travel study program to document in detail the specific academic responsibilities undertaken by students who receive credit for travel study courses. Some of the most valuable benefits derived from travel study are intangible and subjective, and therefore less able to be documented than are concrete assignments such as research papers or book reviews. Each professor must balance the unique aspects of travel study with more traditional means of holding students academically accountable.

MARKETING

Once the academic and travel programs have been developed, it is time to begin recruiting from the populations you have targeted as participants. Once a program is established, this process essentially takes care of itself, as there is no better advertisement than peer influence by satisfied students. Until you reach that point, however, some marketing is useful. Once you have decided whether you want the vibrancy of a large and heterogenous group, or the stable cohesion of a small and homogeneous group, you can begin getting the word out through the student newspaper, news releases, interviews, distribution of flyers and posters, memos to colleagues, and all the other means which you use to publicize other projects of public interest. The fact that it is offered under the auspices of a college or university will add credibility in the eyes of many community people who will gravitate to your trip as opposed to a commercial one. It is also useful to use an Inquiry Form to keep a record of who requests further information about the trip. This is also a source of information for you concerning peoples' interests and preferences, and a way of keeping track of basic information, such as who has what kind of health insurance and other similar mundane but important facts about prospective participants.

The FACDIS Consortium consists of 19 institutions, with Institutional Representatives and Study Abroad Advisers on each campus. If you are interested in recruiting students from other institutions to participate in a travel study trip, it is essential that you use this FACDIS network of communication to publicize your program. Be certain that you get information on an upcoming travel study opportunity to the FACDIS Study Abroad Coordinator, who will place it in the annual Study Abroad brochure, or place it in the FACDIS Newsletter if the brochure has already been printed.

ORIENTATION

Most experienced FACDIS colleagues hold from three to five orientation sessions for participants prior to departure. These sessions tend to be only marginally academic in content, emphasizing practical survival topics, and involving much question-and-answer interaction rather than lecture techniques. As much as possible should be provided to participants in writing, such as course requirements and assignment timetables, travel information, and preparatory tips. Some of the topics which should be dealt with are: cultural information, language basics, information on cities to be visited, shopping and currency questions, customs regulations (both U.S. and foreign), jet lag, ethnocentrism, students' expectations, group-building activities.

The use of small and informal groups is good to supplement larger group interaction. Most group leaders reserve the majority of academic work until after the trip when students are in a better position to process their experiences. It seems to be fruitless to incorporate too much academic content into the orientation sessions. This is not to say, however, that some commonly shared reading material providing a basis for substantive discourse during orientation sessions cannot be used. If one good book can be identified on the culture of that country, assigning it prior to the orientation may be very helpful.

Upon request, the FACDIS office can provide samples of orientation materials and course outlines used in the past.

TRAVEL POTPOURRI

A host of minor travel-related items are worth attention before they occur in the less familiar setting of a foreign country. Foremost among these is the importance of protecting travel documents such as passports and visas. You will

need to decide whether you want to hold all documents yourself or give that responsibility to each person. In most countries you will need to have distributed them to the participants when entering or leaving the country and when checking into hotels. At most other times you would be able to hold onto them if you choose to. Above all, be consistent. Do not hold most but distribute a few to people who request them, or accountability can become muddled. A word about passports. They generally take from 3-6 weeks to obtain, depending on the time of year. In an emergency, a call to a Congressman, or a trip to a passport center in Washington or Philadelphia can get the job done more quickly. You should have a large number of DSP-11 Passport Applications on hand (get them from most larger Post Offices). In addition to the application, people will need proof of U.S. citizenship (if it's a birth certificate it MUST be an original, not a xerox without official seal), proof of identity such as a driver's license, and two passport photographs (2" x 2" facial photo). Encourage students to get passports well ahead of time, because other things (such as visas) depend on having a valid passport. It is easiest to process visas (if required) as a group, so last-minute stragglers can be a problem. Set deadlines for passports and visas which give you a cushion to work with. Turn-around time on visas varies, of course. However, a month seems to be typical. Remember that while you can often expedite passport proceedings by contacting a legislator or going directly to a Passport Center, with visas you are working strictly with a foreign embassy, and likely have no such means of cutting corners.

Another significant item involves balancing the rights of smokers and non-smokers. Be sure that you know ahead of time who the smokers are, and that roommates, plane seats, etc. all reflect this crucial dichotomization of participants. Allowing smoking on tour buses is usually a mistake. It is best to allow participants to choose roommates whenever possible. If you make assignments, be alert to the likelihood of making some adjustments en route. If the interpersonal chemistry is immiscible, it can only get worse over time and warrants action on your part.

Keeping accurate bodycounts is a very simple, but nevertheless important task for one of the group leaders. You just cannot afford to leave Mary at the Louvre or Tim in St. Peter's. On short bus tours there is always a tension between the rights of the group (leaving at the scheduled time), and the preferences of the individual (waiting for the person who has to run up to the room to get a camera

or someone who wants to mail postcards first). If you set a precedent of waiting and leaving tardily, the pattern will persist and you will have to resign yourself to it. Some leaders use more structured means of personal accounting (e.g., a buddy or roommate system, or counting-off 1-X), although some group members will inevitably resent such methods.

The group leader should also recognize that s/he has a responsibility to assist group members who may not be functioning as well as the others. A certain sensitivity to those who may be handicapped in some way, not feeling well, or just simply shy in interacting with others, is very valuable for a group leader. Purchasing inexpensive mementoes (such as pins from different cities) is something a group leader can do to convey a sense of appreciation to group members. It is also often helpful for the group leader to be a walking pharmacy on a tour. The number of minor ailments which 20 or 30 people can exhibit on a two-week trip is extensive, and some extra aspirin, Alka-Seltzer, or kaopectate are handy to have along. Be sure that students are prepared for the cultural differences associated with drinking alcoholic beverages in many countries. For a 19 or 20 year old West Virginian who is not legally able to drink at home, the availability of inexpensive and legal alcoholic beverages may be a bit too alluring, and can be problematic.

It is often nice for travelers to have indigenous U.S. small items from home to trade or give as gifts to people whom they meet. Simple things like chewing gum, stamps, coins, pens, pins, or magazines can be very popular in countries where these items are not readily available.

UNPLEASANT NECESSITIES

There are also some questions which are not much fun, but warrant consideration nevertheless. You will want to have emergency phone or telex numbers from your travel agent if something unforseen occurs; you probably also ought to have documentation verifying the paid status of group members and vouchers from the travel agent; you will want to be certain that everyone has health and accident insurance, as well as information about baggage and trip cancellation insurance; information from each person as to whom to contact in an emergency; phone numbers of American Embassy and Consulate also can come in handy; finally, you may want to explore your personal and institutional liability coverage (which varies

according to state or private institution), which can be augmented by private policies offered by various companies, or on most homeowners insurance policies.

POST-TRIP

During most trips a certain camaraderie or group-identity tends to occur. You might want to tap that feeling with a group reunion a month or two after you return to reminisce and share photos. Certainly a letter to all participants thanking them is in order, as is an evaluation form, and a reminder about the timing of academic assignments for credit. The FACDIS office will be glad to provide you with sample evaluation forms, and is most interested in receiving information about your trip.

CONCLUSION

Travel study can be a very rewarding and stimulating learning experience for students and faculty members alike. Since the safety, health, and education of so many people are involved, serious planning is necessary to develop a sound travel study program. This Manual provides some basic information which will hopefully launch you in that direction. It is no substitute, however, for in-depth communication with experienced FACDIS colleagues who possess extensive knowledge about the construction of travel study programs. We would like to thank those colleagues who contributed information to this Manual. Any errors, however, or mistaken interpretations are the responsibility of the author. We hope that you will give serious consideration to leading a travel study group in the future, and we invite you to contact the FACDIS office for further information if you decide to undertake this exciting educational venture. BUON VIAGGIO!

CHECK LIST

One year	- decision to lead a travel study tour
	- country(ies) to be visited
	- identify target population
	- time of year and exact dates
	- specific cities to include
	- target cost per person
	- group size desired
	- whether you desire a co-leader
10 months	- contact various travel agents with specific requests for comparative bids
9 months	- decide on travel arrangement
	- get specific information from agent (itinerary, information on cities, flights, accommodations, etc.)
	- set deadlines for visas, deposits, payments
8 months	- begin distribution of flyers on other means of informing people
	- put course information on paper (credit arrangements, assignments, bibliography, schedules, etc.)
7 months	- begin marketing process
	- distribute "Inquiry Forms" to keep information on inquiries
6 months	- plan orientation sessions
3-4 months	- collect deposits for trip
3 months	- letter to all participants with basic information
2-3 months	- finalize passport and visa applications
2 months	- final payment
1 month	- orientation sessions
	- secure all documentation from travel agent
Post-trip	- letter of appreciation
	- timetable for all assignments
	- post-trip publicity

APPENDIX A

1986-1987
Travel Study by West Virginia Professors

Professor and Institution	Country	Dates/Cost
Reginald Olson (473-8000) Sociology, WV Wesleyan College	Europe Europe	Dec. 2-20/$2200 Dec. 2-Jan.5/$3000
Bruce Greenwood (696-2306) Theater, Marshall Univ.	London Theater	Dec. 27-Jan. 6/$979
Michael Strada (336-8015) Political Science, West Liberty State College	Soviet Union	Dec. 27-Jan.11/$1587
Jesse Reed (636-3439) Davis & Elkins College	England	Jan. 7-22/$970
Ian Jenness (636-1900) Science, Davis & Elkins	African Safari	Jan. 7-26/$2459
Byron Nelson (293-3107) English, West Va. Univ.	England Theater	Mar. 7-15/$875
Michael Cornfeld (696-6760) Art, Marshall University	Italy	Mar. 7-17/$1129
Clair Matz, Jr. (696-6636) Political Science, Marshall University	Soviet Union and Italy	Mar. 7-17/$1279
Duke Talbott (462-7361) History, Glenville State	Europe-Int'l Business	Mar. 12-25/$1099
Vincent Regan (766-3055) English, West Virginia State College	Soviet Union and Italy	Mar. 22-31/$1279
Charles Lieble (357-4810) Geography, Univ. Charleston	Bahamas Bahamas	May 7-26/$495(ex. trans) Ju. 27-Jl. 11/$730(" ")
Joseph McCoy (636-6696) Political Science, Marshall University	Israel	May 11-25/$1389
Dennis O'Brien (293-2421) History, West Va. Univ.	Munich, Paris and London	May 18-June 5/$1695
David Bard (384-3115) History, Concord College	England and France	July 13-Aug. 3/$1500

1986-1987 Travel Study by West Virginia Professors (cont.)

Professor and Institution	Country	Dates/Cost
Danny Fulks (696-3101) Teacher Education Marshall Univ.	Elementary Educ. in England	June 15-29/$1489
Herta Jogland (766-3180) Sociology, West Virginia State College	Egypt	June 19-July 5/$1550
Katherine Simpkins (696-3630) Teacher Education Marshall University	Europe: Comparative Education	July (TBA)/$1500
John White (327-4157) Geography Bluefield State College	England	TBA
Jane Rhoades (696-6760) Art, Marshall University	Rome, Florence, Lucerne, Paris, London	Aug. 4-18/$1940

APPENDIX B

Travel Agents Recommended by Colleagues

AAA Worldwide Travel
1126 6th Ave.
Huntington, WV 25701
(304)529-7107

Adventures in Travel
c/o Jim Wacksman
Tallahassee, FL
(800)541-6899

Anniversary Tours
250 West 57th St.
New York, NY 10107
(212)245-7501

Contemporary Tours
580 Plandome Road
Manhasset, NY 11030
(516)627-8873

The Experiment in International Living
Summer Abroad
Kipling Road
Brattleboro, VT 05301
(802)257-7751

Finnair, Inc. (Specializing in USSR)
Attention: Carl J. Costa
PO Box 646
Branford, CT 06405

International Education
101 Alhambra Place
Suite 3
PO Box 9590
Madison, WI 53713
(800)558-0215

Kuo Feng Tours (Specializing in China)
Amy Chin, Agent
15 Mercer St.
New York, NY 10013
(800)233-TOUR

Travel Agents Recommended by Colleagues (cont.)

The Morrison Agency
2401 N. Federal Highway
Boca Raton, FL 33431
(800)328-1005

National Registration Center for Study Abroad
823 North 2nd St., Lower Lobby
Milwaukee, WI 53203
(414)278-0631

National Travel
Charleston National Plaza, 4th floor
Charleston, WV 25312
(304)357-0800 or (800)642-3603

Passages Travel
360 Post St., Suite 704
San Francisco, CA 94108
(800)428-7478

St. Clair Travel Hut
199 West Main St.
St. Clairsville, Ohio 43950
(614)695-5656

Student Travel International
PO Box 620520
Woodside CA 94062
(415)851-34451

Suncrest Travel, Inc.
438 Oakland St.
PO Box 723
Morgantown, WV 26505
(304)599-2056

Travel, Inc.
936 4th Ave.
Huntington, WV 25701
(304)523-6431

Wheeling Dollar Travel
Bank Plaza
Wheeling, WV 26003
(304)234-9222 or (800)344-55132

APPENDIX C

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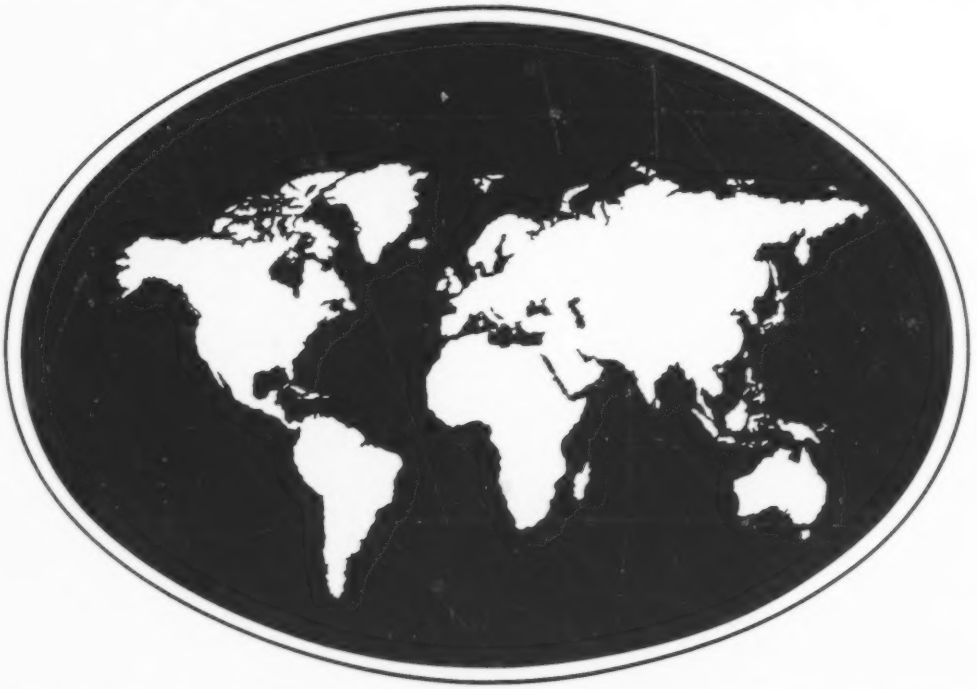
AUDIO-VISUAL AND SIMULATION MATERIALS IN INTERNATIONAL STUDIES



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in International Studies (FACDIS)
Through a grant from the US Department of Education
Undergraduate International Studies Program

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SUPPLEMENTARY FACDIS CATALOG

SELECTED AUDIO-VISUAL MATERIALS IN INTERNATIONAL STUDIES
WEST VIRGINIA UNIVERSITY

The following 16 mm films and videocassettes are recent purchases by the WVU Audio-Visual Library. This catalog of selected materials is being circulated to FACDIS members, and FACDIS will pay the postage and handling charges for these materials when borrowed by our FACDIS members. Arrangements for borrowing the materials must be made through your Inter-Library Loan Librarian on your campus. Please contact your Librarian as soon as you know the dates when you need the materials so they can be reserved for you. Your librarian will arrange to borrow them from the WVU Audio-Visual Library. Please give the WVU A-V Library at least 6 working days notice to process your request (preferably longer), to be sure the materials will be available when required.

The following materials are arranged alphabetically within categories. The catalog is not divided by type of material (16 mm, videocassette, etc.), so please note on the second line of the entry the type of material. This catalog is divided into the following categories:

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This catalog of selected a-v materials at WVU is a SUPPLEMENTARY catalog to the original FACDIS catalog of a-v and simulation materials. The original FACDIS catalog included all materials purchased by FACDIS from 1981-1983. All FACDIS members have received this bound catalog. It was originally sent to all members in Spring, 1983, and all new FACDIS members receive copies upon affiliation with FACDIS. If you need a replacement copy, please contact the FACDIS office (Dept. of Political Science, West Virginia University, Morgantown, WV 26506).

Sophia Peterson
John Maxwell
Co-Directors, FACDIS
September, 1988

SELECTED AUDIO-VISUAL MATERIALS AT WVU

NOTE: Over 100 of the following films were included in the 1987 version of this catalog. New titles, included for the first time in 1988, are denoted with as asterisk after the title of the material.

AFRICA

AFRICA (8 part series)
Films Inc. Home Vision, 1984. Eight 1/2" videos, approx. 53 min. each
SUMMARY: (EACH VIDEO MUST BE ORDERED SEPARATELY BY TITLE.) Narrated by Basil Davidson.
1) DIFFERENT BUT EQUAL - Goes back to Africa's origins to show that Africa gave rise to some of the world's greatest early civilizations.
2) MASTERING A CONTINENT - Examines the way African peoples carve out an existence in an often hostile environment.
3) CARAVANS OF GOLD - Traces the routes of the medieval gold trade.
4) KINGS AND CITIES - Explores the way early kingdoms functioned, by visiting Nigeria, where a king still hold court in his 15th century palace.
5) THE BIBLE AND THE GUN - After the slave trade came the explorers and the missionaries. Next came those interested in wealth--gold and diamonds.
6) THE MAGNIFICENT AFRICAN CAKE - The "scramble for Africa" from the 1880s to the Second World War.
7) THE RISE OF NATIONALISM - The major struggles for African independence -- in Ghana, Kenya, Algeria, the Belgian Congo are charted. Looks at Guinea Bissau and Mozambique, as well as the question of how long white rule can service in South Africa.
8) THE LEGACY - Looks at Africa in the aftermath of colonial rule, as the continent seeks ways to come to terms with its diverse inheritance.

AFRICA: A NEW LOOK
International Film Foundation, 1981, 16 mm. 27 min.
SUMMARY: Puts aside images of wild animals and festive dances and concentrates on the people of Africa today. A survey of the contemporary African continent, with an emphasis on economic, political, and social conditions.

AFRICANS (9 part series) *
Films Inc., 1986. Nine 1/2" videos, approximately 1 hour each.
SUMMARY: (EACH VIDEO MUST BE ORDERED SEPARATELY BY TITLE.) Dr. Ali A. Mazrui's examination of contemporary Africa in terms of its triple heritage: what is indigenous, what was contributed by Islam, and what was acquired from the West. First broadcast on PBS.
1) NATURE OF A CONTINENT
2) LEGACY OF LIFESTYLES
3) NEW GODS
4) TOOLS OF EXPLOITATION
5) NEW CONFLICTS
6) IN SEARCH OF STABILITY
7) GARDEN OF EDEN IN DECAY
8) CLASH OF CULTURES
9) GLOBAL AFRICA

SELECTED AUDIO-VISUAL MATERIALS AT WVU

ANOTHER AFRICA
Centre Productions, 1986, 16 mm, 25 min.
SUMMARY: Focuses on the competition for land in Kenya between a growing human population and diminishing wildlife.

ANVIL AND THE HAMMER
Third World News Reel, 1985, 1/2" video, 40 min.
SUMMARY: Expresses the plight for freedom in South Africa by the African National Council (ANC) and United Democratic Front (UDF) groups. Shows political oppression of the South Africans.

ASANTE MARKET WOMEN
Filmakers Library, 1982, 3/4" videocassette, 52 min.
SUMMARY: Examines the matrilineal and polygamous Asante society of Ghana through interviews with women, who exercise complete authority in the wholesale produce market, and with their husbands and children.

ASSIGNMENT AFRICA *
New Atlantic Productions, 1986, 3/4 in. videocassette, 58 min.
SUMMARY: Examines day to day coverage in the American press of conditions in Kenya, Zimbabwe, Ethiopia, Uganda, and Sudan.

BOUND TO STRIKE BACK *
California Newsreel, 1987, 1/2" videocassette, 30 min.
SUMMARY: This shows a South Africa torn by civil war. Follows the security forces and police as they attempt to repress the black freedom movement, and the organizations, such as the African National Congress and the United Democratic Front, which speak for the movement.

DESTRUCTIVE ENGAGEMENT *
California Newsreel, 1987, 1/2 " videocassette, 51 min.
SUMMARY: An investigation of South Africa's use of violence and military incursions to destabilize the states of Zimbabwe, Mozambique, Botswana, Zambia and Angola.

MAIDS AND MADAMS
Filmakers Library, 1985, 3/4" videocassette, 52 min.
SUMMARY: Examines the practice of apartheid in South Africa as it operates on the level of domestic employment.

MOVING ON: THE HUNGER FOR LAND IN ZIMBABWE *
California Newsreel, 1983, 1/2" videocassette, 51 min.
SUMMARY: Documents the history of the independent movement in Zimbabwe through art prints, vintage documents and photographs, posters, and archival film footage. Shows the continuing disparity between Black farmers, who barely make a living, and affluent whites, who employ modern agricultural techniques.

NAMIBIA: AFRICA'S LAST COLONY *
California Newsreel, 1984, 1/2" videocassette, 48 min.
SUMMARY: Nora Chase of the Namibian Council of Churches describes how occupying countries have enriched themselves off her country's vast mineral resources, while the indigenous people have been condemned to poverty.

PULL OURSELVES UP OR DIE OUT
Documentary Educational Resources, 1985, 1/2" videocassette, 26 min.
SUMMARY: Describes the dire situation of the !Kung people of Namibia.

SIX FEET OF THE COUNTRY *
Coronet Films, 1977, 3/4" videocassette, 30 min.
SUMMARY: A white South African couple find the turmoil of apartheid reflected in marriage when a dead Black man is discovered on their farm. (Based on Nadine Gordimer short story.)

SIX DAYS IN SOWETO *
California Newsreel, 1977, 1/2" videocassette, 55 min.
SUMMARY: The violent Soweto student strike of June 17, 1976 is re-lived by residents of Soweto.

WOLE SOYINKA *
ICA Video, The Roland Collection, 1984, 1/2" videocassette, 60 min.
SUMMARY: The 1986 Nobel Prize winner for literature, Nigerian author and political activist Wole Soyinka lectures on creative traditions and the "climates of terror" in which they are born. He talks about the growth of contemporary African cultural self-awareness and the birth of a new literary fraternity.

ASIA

CHINA

ALL UNDER HEAVEN
New Day Films, 1985, 16 mm, 58 min.
SUMMARY: This award-winning film provides an intimate look at daily life in Long Bow, a village about 400 miles southwest of Beijing. The film shows how the traditional way of life has persisted and altered with the political changes of the last 40 years, particularly collectivization and decollectivization. Produced by Long Bow Film Group.

CHINA: THE COMING OF THE WEST
Indiana University Audio-Visual Center, 1976, 16 mm. 19 min.
SUMMARY: Covers the confrontation between modern western civilization and the ancient Chinese civilization through a variety of artifacts, documents, and art materials. Covers the period from the 16th to the 20th centuries, until China proclaimed itself a republic in 1912. (China History Series.)

CHINA: THE GOLDEN AGE
Indiana University Audio-Visual Center, 1976, 16 mm. 22 min.
SUMMARY: Covers period from 581 AD to 907 AD. Covers the expansion of reunited China under the rulers of the Sui and T'ang dynasties, through a variety of artifacts, documents, and art materials. The three centuries of T'ang set a high water mark in so many facets of Chinese life that this era richly deserves the title "The Golden Age." (China History Series.)

SELECTED AUDIO-VISUAL MATERIALS AT WVU

CHINA: THE GREAT CULTURAL MIX
Indiana University Audio-Visual Center, 1976, 16 mm. 17 min.
SUMMARY: Covers the disintegration of the Han Empire, the formation of new dynasties, and new developments in religion and art (220 AD - 581 AD), through a variety of artifacts, documents and art materials. Explains that after the Han Dynasty, China was divided into three kingdoms: 1) Wu; 2) Shu Han; and 3) Wei. (China History Series.)

CHINA: HUNDRED SCHOOLS TO ONE
Indiana University Audio-Visual Center, 1976, 16 mm. 18 min.
SUMMARY: Covers the warring between the states and the technological and agricultural revolution leading up to the formation of the Ch'in empire, 475 BC to 221 BC, through a variety of artifacts, documents, and art materials. (China History Series.)

CHINA: UNDER THE MONGOLS
Indiana University Audio-Visual Center, 1976, 16 mm. 18 min.
SUMMARY: Covers the Mongol domination which resulted in political, social, and economic discrimination for the conquered people during the period 1279 AD to 1368 AD. Explains the Mongol leader Temujin, who established a strict code of law and chose people for influential positions from diverse ethnic groups. (China History Series.)

CHINA'S ONLY CHILD
Ambrose Video Publishing, Inc., 1983, 1/2" videocassette, 58 min.
SUMMARY: In response to China's rapidly growing population, the Chinese government announced in 1982 that each couple should have only one child. Program examines the Chinese people's reaction to this edict.

ONE HUNDRED ENTERTAINMENTS
Learning Corporation of America, 1979, 1/2" videocassette. 29 min.
SUMMARY: Focuses on the activities of the Shensi Provincial Acrobatic Troupe whose home base is the ancient city of Sian. Part of the "Human Face of China" Series.

SMALL HAPPINESS
Long Bow Group, Inc., 1984, 16 mm. 58 min.
SUMMARY: Film is about women's lives in a rural village 400 miles southwest of Peking. Important topics in the film include debates over birth control, abortion, and female rights. Dazzling footage of peasant wedding.

TO TASTE A HUNDRED HERBS
New Day Films, 1986, 16 mm, 58 min.
SUMMARY: Explores traditional beliefs and customs of medicine and healing and how western religion has affected the traditions of family life. Part of the Long Bow series produced by Long Bow Group.

SELECTED AUDIO-VISUAL MATERIALS AT WVU

JAPAN

Human Face of Japan Series (see the following six videocassettes)

1) CAREER ESCALATOR; EDUCATION AND JOB COMPETITION
Learning Corp. of America, 1982, 1/2" videocassette. 28 min.
SUMMARY: Describes the path which leads to a successful career in business or government in Japan and the extreme difficulty of gaining entry to that path through the only available door--a top university.

2) LIFETIME EMPLOYMENT
Learning Corp. of America, 1982, 1/2" videocassette. 29 min.
SUMMARY: Examines Japanese industry and how the individual copes with Japan's gigantic economy. Shows the pros and cons of Japan's paternalistic capitalism and the underlying fragility of the economy.

3) RAW FISH AND PICKLE: TRADITIONAL RURAL AND SEAFARING LIFE
Learning Corp. of America, 1982, 1/2" videocassette. 28 min.
SUMMARY: Focuses on one of the rural areas of Japan, Iwate prefecture, and examines how it is being transformed by the country's technological boom and new found prosperity.

4) RICE LADLE: THE CHANGING ROLE OF WOMEN
Learning Corp. of America, 1982, 1/2" videocassette. 29 min.
SUMMARY: Examines women's role in the Japanese workforce.

5) TOMORROW AND YESTERDAY: MODERN TECHNOLOGY AND ANCIENT CULTURE
Learning Corp. of America, 1982, 1/2" videocassette. 28 min.
SUMMARY: Examines the paradox in Japanese society that most mystifies Westerners on their first visit to Japan -- the continued existence of ancient traditions alongside the trappings of a modern, industrialized society. Focuses on the mixture of old and new in Japanese family life.

6) WORKING COUPLES, URBAN FAMILY LIFE
Learning Corp of America, 1982, 1/2" videocassette. 28 min.
SUMMARY: Explores the pressures of urban life in Japan. Focuses on a typical middle-income couple, both of whom work six days a week to repay loans and buy a house, as they go about their daily lives.

JAPAN: THE LIVING TRADITION. LITERATURE *
University of Mid-America, two 3/4" videocassettes, 56 min. Part 1 and Part 2.
SUMMARY: Covers the literature of pre-modern Japan, the Tokugawa period, and the modern period. Explores the development of poetry and prose forms. Part of the "Japan: The Living Tradition" series.

SHINTO: NATURE, GODS, AND MAN IN JAPAN
Japan Society, Inc., 1977, 16 mm. 48 min.
SUMMARY: Traces the development of Shinto to the present day. Shows ancient ritual sites still used today as well as some major shrines. Also portrays great works of Shinto religious art.

SELECTED AUDIO-VISUAL MATERIALS AT WVU

EAST EUROPE

CANDLE IN THE WIND
Pacem Distributors International, 1984, 1/2" video, 58 min.
SUMMARY: Documents the struggle and survival of Christians, Jews and Muslims inside the USSR in the 20th century. Includes rare archival footage; smuggled footage of persons covertly engaged in religious practices; and interviews with Soviet officials, dissidents, and Western experts on Soviet affairs.

IMAGE BEFORE MY EYES
Almi Home Video Corp., 1980, 1/2" videocassette. 90 min.
SUMMARY: Jewish Poland before the Holocaust was the largest and most important center of Jewish culture in the world. The rich, variegated texture of Jewish life is told through rare films, interviews and music.

MAKING OF RUSSIA, 1480-1860
Landmark Films, 1985, 16 mm. 26 min.
SUMMARY: Covers the reign of Peter the Great, Catherine II and her successors and describes the expansion of the Russian Empire, supported in part by the contract made with Poland.

THE RUSSIANS: (a series of three films)
Learning Corp. of America, 1979, 16 mm., each film is 30 min.
SUMMARY: These three films in the series "The Russians" must each be ordered separately by title. A discussion guide is also provided for each film.

1) PEOPLE OF INFLUENCE looks at the troika of power that most affects the daily life of Soviet citizens: the Director of the enterprise, the Party Secretary, and the Trade Union Chairman. Through the prism of these 3 positions, the film treats such issues as child care, state-sponsored vacations, low birthrate, housing, party membership, and the impact of World War II.
2) PEOPLE OF THE CITIES focuses on a trolley bus driver in Moscow, a dock foreman in Odessa, and the head doctor in a steelworkers' sanitorium in Sochi and provides glimpses into the health care and education systems, homelife, use of free time, and relations between the generations.
3) PEOPLE OF THE COUNTRY visits two collective farms--a small potato-growing collective in Belorussia and the giant Kirov Collective in the Kuban--and the Bratsk Timber Complex in Siberia. Students can see the contrast of old and new and the difference between city and country as well as Soviet efforts to eradicate these differences.

WEST EUROPE

AS IF IT WERE YESTERDAY
Almi Home Video Corp., 1982, 1/2" videocassette, 87 min.
SUMMARY: Documents the Belgian underground's assistance to Jewish children during World War II.

TO DIE FOR IRELAND
Video Verite, 1984, 1/2" videocassette, 50 min.
SUMMARY: An in-depth examination of the political situation in Northern Ireland. Originally broadcast on ABC News Close-Up in June, 1980.

SELECTED AUDIO-VISUAL MATERIALS AT WVU

THE GOOD FIGHT: THE ABRAHAM LINCOLN BRIGADE IN THE SPANISH CIVIL WAR *
First Run Features, 1984, 1/2" video, 98 min.
SUMMARY: A documentary which presents interview with 11 men and women who volunteered to serve in the American brigade that fought Franco and the Fascists in the late 1930s. Includes archival film clips.

SPANISH CIVIL WAR
Films, Inc., 1978, 16 mm., 25 min.
SUMMARY: A documentary presentation on the events of the attitudes towards the Spanish Civil War.

WITNESS TO THE HOLOCAUST
Cinema Guild, 1983, seven 3/4" videos, black & white, 17-20 minutes each
SUMMARY: This seven-part series chronicles the rise of the Nazi movement, through World War II, "the final solution," and a final program on "reflections." PLEASE ORDER BY SPECIFIC TITLE.

Part I.	Rise of the Nazis - 20 min.
Part II.	Ghetto Life - 19 min.
Part III.	Deportations - 19 min.
Part IV.	Resistance - 17 min.
Part V.	The Final Solution - 19 min.
Part VI.	Freedom - 19 min.
Part VII.	Reflections - 17 min.

LATIN AMERICA

ALSINO AND THE CONDOR *
Pacific Arts Video, 1986, 1/2" video, 82 min.
SUMMARY: Dialogue mainly in Spanish, English subtitles. Set in Nicaragua, this film depicts the clash between Central American governments and Sandinista rebels. It is the story of a boy's dream of flying above the madness of the world around him.

BETTER MANANA *
Landmark Films, 1985, 1/2" video, 60 min.
SUMMARY: Jack Pizzey interviews Belisario Betancur, president of Colombia who identifies the problems of South America -- illiteracy, inequality, foreign exploration, etc. and attempts to solve those problems in his own country.

BOLIVIA: THE TIN MOUNTAIN *
Media Guild, 1979, 16 mm., 28 min.
SUMMARY: Documents the primitive living and working conditions of Bolivian tin miners isolated in the midst of the beauty of the Andes in hopelessly short, disease-ridden lives of poverty.

CHILE: HASTA CUANDO? *
Filmakers Library, 1985, 16 mm, 58 min.
SUMMARY: This hard-hitting documentary shows the harsh measures of the Pinochet government in Chile. Indiscriminate arrests, brutal murders and disappearances are everyday occurrences. Chile's elite, however, enjoys the good life. The people ask "Hasta cuando?" (When will our turn come?).

CONTINENT CRUCIFIED: BRAZIL *
Landmark Films, 1985, 1/2" video, 30 min.
SUMMARY: In Brazil, the Catholic Church has always been divided between those who sided with the poor and others who backed whatever regime was in power. Jack Pizzey traces the dilemma across the slums of Sao Paulo.

CRISIS IN CENTRAL AMERICA (a series of four videocassettes)
Films, Inc., 1985, four 1/2" videocassettes, 52 min. each.
SUMMARY: Produced for FRONTLINE (PBS) by WGBH/Boston and seen on television in 1985. This four-part documentary series examines the conflicts in Central America from all sides. ORDER EACH PART SEPARATELY BY TITLE.

1) THE YANKEE YEARS. During the period from the Spanish-American War in 1898 until the 1950s, US pre-eminence in Central America was never successfully challenged. Looks at these turbulent years that set the stage for today's crisis, from the glory days of building the Panama Canal, through the early US Marine occupation of Nicaragua, to the Cold War crisis in Guatemala in 1954, resulting in the CIA's first "covert" war in the region.
2) CASTRO'S CHALLENGE - examines the roots of the Cuban revolution in 1959 and Castro's rise to power. Looks at his consolidation of the first communist state in the Americas, his support of revolution abroad, and the evolution of tensions with the U.S.
3) REVOLUTION IN NICARAGUA. In 1979 the Sandinistas led a revolution that overthrew the Somoza Dynasty which had ruled Nicaragua for almost 50 years. It was a revolution the US first tried to prevent, then tried to court and now tries to undermine. Traces the evolution of US involvement in Nicaragua.
4) BATTLE FOR EL SALVADOR. Many Americans had never heard of El Salvador until recently. It is now the focus of American policy in Central America. Part 4 traces the evolution of El Salvador's civil war and of US policy toward it.

CUBA: IN THE SHADOW OF DOUBT
Filmakers Library, 1986, 16 mm, 55 min.
SUMMARY: An exclusive look at Cuba, its achievements and disappointments, as voiced by the people in the streets and Fidel Castro himself. Places the Cuban revolution in historical perspective.

DON'T EAT TODAY; OR TOMORROW
Icarus Films, 1985, 1/2" video, 42 min.
SUMMARY: The Argentina government oppressed the people by taking IMF loans and enlarging the national debt. The citizens were expected to pay it back. Many people disappeared if they did not react properly to government blackmail. The military is now in control of everything.

EL MIRADOR: A PRECLASSIC CITY *
Brigham Young University, 1985, 1/2" video, 27 min.
SUMMARY: Recounts the discovery and early investigations at the El Mirador site in Guatemala.

I KNOW ALL THREE: CONOZCO A LAS TRES *
Women Make Movies, Inc., 1983, 1/2" video, 52 min.
SUMMARY: A sensitive narrative of a trio of women whose friendship of humor and solidarity is the backbone in their vital search for independence from the constraints placed on them as women in a Latin American society - Mexico.

SELECTED AUDIO-VISUAL MATERIALS AT WVU

INCA COLA, LIMA, PERU TODAY *
Landmark Films, 1985, 1/2" video, 30 min.
SUMMARY: High in the Andes, Jack Pizzey finds Indians living a life very similar to their ancestors, however, today many have moved to the city slums.

MAKING THE NEWS FIT *
Cinema Guild, 198?, 3/4" video, 28 min.
SUMMARY: A discussion of how well the news media informs us, focusing on recent events in El Salvador.

NEW UNDERGROUND RAILROAD
Close-Up Productions, 1983, 3/4" videocassette, 27 min.
SUMMARY: Tells the story of a group of church people in Madison, WI, struggling to decide whether or not to defy U.S. law by giving sanctuary to Salvadorans fleeing military persecution in their country. It is also the story of a young Salvadoran family and their clandestine journey through a network of Americans who help smuggle refugees from Central America to U.S.

NICARAGUA: REPORT FROM THE FRONT
First Run Features, 1983, 16 mm. 32 min.
SUMMARY: An in-depth look at U.S. foreign policy in Central America. Based on interviews conducted in the spring of 1983, the conflict is illustrated by dramatic accounts of the "contras" as well as the Sandinista armies.

PRESENCIA AFRICANA EN HISPANOAMERICA
International Film Bureau, 3/4" videocassette with guide, 29 min.
SUMMARY: This program presents an overview of this history, current world, and culture of the peoples of African descent in Colombia, Ecuador, and Venezuela. The program reflects authentic values and historical realities of these cultures. In Spanish with English subtitles.

SIMPLEMENTE JENNY
International Women's Film Project. 1977. 16 mm. 33 min.
SUMMARY: This film is about women in Latin America and the cultural values that shape their lives. It explores image and reality, the models of society and the facts of poverty and violence. It focuses on three adolescent girls in a Bolivian reformatory. They tell their stories of rape and forced prostitution, and their fantasies of wealth, marriage and happiness in a society that has no place for them. Film documents the conflict of cultures--particularly Western values versus Indian and folk values--and of classes. It illustrates the complexity of Latin American society as well as the roles and aspirations of many women within that society. (Spanish dialogue, English subtitles.)

TYRANTS WILL RISE FROM MY TOMB - CHILE *
Landmark Films, 1985, 1/2" video, 30 min.
SUMMARY: Jack Pizzey travels into tightly reined Chile to observe the culture.

WHEN WILL OUR TURN COME?: THE URBAN POOR OF OAXACA, MEXICO
Univ. of Northern Colorado, 1982, 1/2" videocassette, 45 min.
SUMMARY: A general ethnographic presentation on the people of an urban poor community in the city of Oaxaca, Mexico.

WAITING FOR THE INVASION: U.S. CITIZENS IN NICARAGUA
Icarus Films, 1984, 16 mm. 27 min.
SUMMARY: Presents the human side of the complex drama unfolding in Nicaragua by exploring the lives and work of U.S. citizens living in Nicaragua.

MIDDLE EAST

THE ARAB AND THE ISRAELI
PBS Video, 1984, 1/2" videocassette, 58 min.
SUMMARY: Shows prominent Israeli soldier and politician Mordechai Bar-On and Palestinian West Bank mayor Mohammed Milhem touring the US. They describe their search for answers to the problems of the Middle East.

DERVISHES, LOVERS OF GOD
Landmark Films, 1984, 1/2" videocassette, 27 min.
SUMMARY: Shows how Dervishes, members of a Muslim sect who believe in Sufism, seek in various ways to achieve ecstasy and union with God.

HOLY LAND *
Encyclopedia Britannica Educational Corp., 1984, 16 mm, 25 min.
SUMMARY: Tells how the Middle East is birthplace to three of the world's great religions and emphasizes that to appreciate the modern dynamics of the region, its religious past must be understood.

JERUSALEM: CITY OF DAVID *
Anti-Defamation League of B'nai B'rith, 1972, 16 mm, 21 min.
SUMMARY: Depicts the ancient city of Jerusalem, combining both its history and contemporary life, and discusses the significance of this city of Jews.

NEW FRONTIERS *
Encyclopedia Britannica Educational Corp, 1984, 16 mm., 25 min.
SUMMARY: Focuses on one of the major historical sources of Middle East tension -- the re-drawing of the map of the region following World War I by which the European powers supplanted the tradition. Program reviews the story of approximately 4 million Palestinians, 6 million Armenians, and 10 million Kurds who will not allow themselves to be ignored.

REVOLUTION *
Encyclopedia Britannica Educational Corp., 1984, 16 mm. 25 min.
SUMMARY: Looks at the tradition of revolution which emerged in the post world War II Middle East. Focusing on Iraq and Iran, program explores the cause and effects of revolution in the Middle East by contrasting 20th century upheavals inside these countries.

OTTOMAN EMPIRE, 1280-1683
Landmark Films, 1984, 16 mm., 26 min.
SUMMARY: In 600 AD the Turks emerged from their homeland in the Steppes and Central Asia. Eight centuries later they captured the magnificent Byzantine city Constantinople, changed its name to Istanbul, and made it their capital city. For four centuries this beautiful city remained the seat of the Sultans.

A SECRET ORDER: THE DRUZES
Landmark Films, 1984, 1/2" videocassette, 28 min.
SUMMARY: A strict prohibition on divulging the doctrine has always contributed to the constant misunderstanding of the mysterious sect which stems from Islam. This film reveals the unknown sect, the most secret in the Near East.

SECTS AND VIOLENCE *
Encyclopedia Britannica Educational Corp., 1987, 16 mm., 25 min.
SUMMARY: Most people in the West understand that friction between Jews, Muslims, and Christians is a fact of Mideastern life. These groups all have claims to the same holy land. But the factional disputes between the sects within religions often overwhelm us. This program offers basic signposts to point the way down the road to understanding, focusing on the various smaller sects which compete for influence and souls.

SULEYMAN THE MAGNIFICENT *
Films Incorporated, 1987, 1/2" video, 57 min.
SUMMARY: This film explores the political, social and cultural background of the Ottoman Empire, focusing on the reign of Sultan Suleyman (1520-1566) under whose auspices the Empire grew to encompass half the civilized world. Art and architecture flourished under Suleyman - a great military leader and poet - as court artisans energetically responded to his demands. Shot on location in Turkey. Produced by the National Gallery of Art and the Metropolitan Museum.

THIS NEW FRONTIER *
Anti-Defamation League of B'nai B'rith, 1972, 16 mm, 27 min.
SUMMARY: Depicts the people of Israel, from military/agricultural settlements on the Golan Heights to the beaches of Eilat, from Jerusalem's holy shrines to cosmopolitan Tel Aviv, and captures what life is like for them.

VEILED REVOLUTION
Icarus Films, 1982, 1/2" videocassette, 27 min.
SUMMARY: Discusses the modern Egyptian Muslim woman's decision of whether or not to wear modest dress and the veil, as opposed to Western dress. Looks at the struggle for women's rights in Egypt within their own Islamic traditions.

GLOBAL ISSUES

COMMUNICATIONS

TOWARD THE GLOBAL FAMILY
MTI Teleprograms, Inc., 1985, 3/4" videocassette, 22 min.
SUMMARY: Arthur C. Clarke discusses the global impact of modern communications technology using the illustration of the impact on Sri Lanka.

ENVIRONMENT

COOPERATION ACROSS BOUNDARIES *
Umbrella Films, 1986, 1/2" video, 30 min.
SUMMARY: Explores acid precipitation as a problem calling for political and diplomatic solutions. Looks at the effect of acid rain on US-Canadian relations and on interstate and interregional relations within the US.

FOR EXPORT ONLY: PESTICIDES *
Icarus Films, 1981, 16 mm., 59 min.
SUMMARY: Deals with pesticides produced but banned restricted in western nations, which are sold to the Third World countries. Discusses the often deadly side-effects on both humans and the ecology. Uses manufactures of Mobil, Shell, Dow, and other American and European companies as examples.

FOR EXPORT ONLY: PILLS *
Icarus Films, 1981, 16 mm., 59 min.
SUMMARY: Documents the practice of large pharmaceutical companies selling medicine banned in the US and Europe to Third World countries.

PLAGUE ON OUR CHILDREN *
Time-Life Multimedia, 1979, two 3/4" videocassettes, 114 min.
SUMMARY: Part I focuses on dioxin herbicides and their possible harmful effects on man and the environment. Shows sites in Oregon where residents suffer from an extremely high incidence of cancer, miscarriages, and disease. Also discusses claims made by veterans who blame their health problems on Agent Orange. Part II documents the problems of disposing PCB's. Examines the ecological crisis at Love Canal, NY, where a school was built directly over buried chemicals and where hundreds of families have been evacuated.

HUNGER

THE BUSINESS OF HUNGER
Maryknoll World Films, 1984, 16 mm. 28 min.
SUMMARY: Examines a major cause of world hunger which is being created when small, native farmers are forced off the land and are replaced by multinational agribusinesses that produce food for export rather than local consumption. It shows scenes of recent food riots in Brazil and the Dominican Republic, starving women and children, and displaced farmers. Includes testimony by religious missionaries and human welfare workers in Third World countries.

SOLVING WORLD HUNGER: THE US STAKE
Communications for Development, 1986, 480 slides, 6 cassettes (6-part series)
SUMMARY: Part of the "Understanding World Agriculture" project carried out in collaboration with the Extension Service/USDA and the Extension Services of Georgia, Mich., R. I., and Utah. EACH PART MUST BE ORDERED SEPARATELY.
1) OVERVIEW - provides overview of the six-part slide-tape series
2) THE WORLD FOOD PROBLEM - causes of problem and strategies for increasing food supply in developing countries.
3) U.S. FOREIGN ASSISTANCE - explanation of this assistance, its nature, scope, and purposes, as well as its benefits to the U.S. and its citizens
4) THE U.S. AND THE DEVELOPING COUNTRIES: PARTNERS IN TRADE - to demonstrate the increasing importance of developing countries as trade partners.
5) U.S. BENEFITS FROM INTERNATIONAL AGRICULTURE - to provide a summary of the benefits from international collaboration in agricultural research.
6) POLITICAL INSTABILITY, THE WORLD FOOD PROBLEM, AND U.S. INTERESTS - to use the phenomenon of political instability in developing countries as an illustration of the dynamics of the relationship between the world food program and U.S. interests.

WAR

AMERICAN WAY OF WAR
PBS Video, 1985, 3/4" U-Matic videocassette, 60 min.
SUMMARY: A survey of America's involvement in modern wars focuses on U.S. preparation for massive Soviet conflict as well as participation in small conflicts in remote parts of the world, including Vietnam, Teheran and Grenada. Describes how American fighting technique has changed -- from use of bombs, tanks, and heavy artillery in World War II--to guerilla warfare.

GOING BACK: A RETURN TO VIETNAM *
Bullfrog Films, 1984, 16 mm., 52 min.
SUMMARY: Observes the 1981 return trip to Vietnam of several veterans. Follows them on an emotional tour of Hanoi and Ho Chi Minh City, as they meet with committees investigating Americans missing in action.

HEARTS AND MINDS *
Embassy Home Entertainment, 1974, 1/2" video, 111 min.
SUMMARY: Includes interviews with Gen. William Westmoreland, former Secretary of Defense Clark Clifford, Sen. William Fulbright, Rostow, and Ellsberg as it examines the American consciousness that led to Vietnam involvement.

HOW FAR HOME: VETERANS AFTER VIETNAM *
Northern Lights Productions, 1983, 16 mm., 30 min.
SUMMARY: Explores the problems of Vietnam veterans.

NISEI SOLDIER
Vox Productions, 1984, 16 mm. 30 min.
SUMMARY: Story of Japanese-American men who volunteered to serve in combat during World War II despite the fact that some of their families were being held in detention camps in the U.S. Discusses their "moral dilemma." Raises some fundamental questions of what it means to be an "outsider" and what it means to be an American.

VIETNAM: A TELEVISION HISTORY
Produced for PBS by WGBH/Boston, 1983, 3/4" U-Matic videocassettes. 13 parts. 60 min. each part. PLEASE ORDER EACH PART SEPARATELY BY TITLE.
SUMMARY: This 12 part documentary series chronicles three decades of struggles in Vietnam, providing a detailed visual and oral account of the war. TITLES:

1) ROOTS OF A WAR
2) AMERICA'S MANDARIN, 1954-1963
3) LBJ GOES TO WAR, 1964-1965
4) AMERICA TAKES CHARGE, 1965-1967
5) WITH AMERICA'S ENEMY, 1954-1967
6) TET, 1968
7) VIETNAMIZING THE WAR, 1968-1973
8) NO NEUTRAL GROUND: CAMBODIA AND LAOS
9) PEACE IS AT HAND, 1968-1973
10) HOMEFRONT, USA
11) THE END OF THE TUNNEL, 1973-1975
12) LEGACIES

THE WAR AT HOME
New Front Films, 1979, 16 mm. Three reels. 100 min.
SUMMARY: This documentary chronicles the anti-war movement in the U.S. during the 1960's and documents how American foreign policy and American values at home were challenged and changed. Focuses on the anti-war movement in Madison, Wisconsin.

WAR SERIES
Films, Inc. 1983, 3/4" U-Matic videocassettes. 8 parts. 60 min. each
SUMMARY: This eight-part series was first broadcast on PBS in 1985. PLEASE ORDER SEPARATELY BY SPECIFIC TITLE.

1) ROAD TO TOTAL WAR - historical development of war over last 3 centuries
2) ANYBODY'S SON WILL DO -what it takes to turn young men into fighting men
3) PROFESSION OF ARMS - career officers and their attitudes to the military
4) DEADLY GAME OF NATIONS - why people and governments feel the need to keep armies and fight wars
5) KEEPING THE OLD GAME ALIVE - NATO and Warsaw pact contingency plan for a land war in Europe.
6) NOTES ON NUCLEAR WAR - the institutions that make the world safe for nuclear war.
7) GOODBYE WAR - movements and proposals for peace.
8) THE KNIFE EDGE OF DETERRENCE - strategy of deterrence discussed

PEACE/NUCLEAR/ARMS CONTROL ISSUES

A CALL FOR SURVIVAL: PERSONAL RESPONSES TO THE NUCLEAR THREAT
Bullfrog Films, 1983, 1/2" videocassette, 28 min.
SUMMARY: A video portrait of four peace activists -- a mother, a physicist, a defense worker, and an 80 year old surveyor -- each of whom, in different ways and for different reasons, has made the decision to work for peace. Shows that everyone has a role to play in the nuclear debate.

DAY AFTER TRINITY
Pyramid Films, 1980, 3/4" videocassette (2 cassettes), 90 min.
SUMMARY: People who worked with J. Robert Oppenheimer discuss the man, his role in the development of the atomic bomb, his fall from grace during the McCarthy era, and his desire to see nuclear proliferation controlled.

FAITH, WAR, AND PEACE IN THE NUCLEAR AGE
Educational Film and Video Project, 1984, 1/2" videocassette, 27 min.
SUMMARY: Speakers present views of facing the facts of nuclear war and the response of faith in peace.

NO FIRST USE: PREVENTING NUCLEAR WAR
The Union of Concerned Scientists, 1982, 16 mm. 32 min.
SUMMARY: Addresses the questions of "limited" nuclear war; first use of nuclear weapons, and if this policy is inherently dangerous; and reduction of the risk of nuclear war if a no-first-use policy is adopted by the U.S.

NUCLEAR WINTER: CHANGING OUR WAY OF THINKING
Eschaton Foundation, Education Film & Video Project, 1985, 1/2" video, 58 min.
SUMMARY: Dr. Carl Sagan explains the theory of nuclear winter and describes the catastrophic consequences of nuclear winter for the entire earth. Discusses the insanity of American and Soviet military policies and strategies which, if carried through would result in nuclear winter.

SPEAKING OUR PEACE
Bullfrog Films, 1985, 16 mm. 55 min.
SUMMARY: This film thoroughly examines the concept of peace from the perspectives of women and suggests that women's skills and experience as peacemakers within families and communities can and in fact should be applied to the global, social and political form.

VISIONS OF STAR WARS
Coronet Films, 1986, 1/2" video with guide, 117 min.
SUMMARY: Reviews the history of ballistic missile defenses, discusses how President Reagan came to propose the Strategic Defense Initiative, and shows some of the projects currently trying to develop the technology needed for an effective SDI.

GENERAL

CONTEMPORARY WORLD

MODERN WORLD 1945-
Landmark Films, 1985, 16 mm., 26 min.
SUMMARY: This program deals with the period of post-war reconstruction. East-West conflict grows as the allies divide up Europe into their spheres of influence. The "Iron Curtain" divided Europe. The cold war is declared along with several Asian and African wars. As the Super Powers establish themselves, the arms race and the space programs leads to competition.

AMERICAN FOREIGN POLICY

CRISIS GAME
John F. Kennedy School of Govt., Harvard Univ., 1986, two 1/2" videos, 180 mi.
SUMMARY: Attempts to challenge viewers to think creatively and concretely about foreign policy decision making. Brings the viewer into the middle of a wargame engaged in by ten former high-level government officials and allows him or her to look over the shoulders of decision-makers in a realistic political-military crisis. The viewer can make his own choices and compare his decisions with those of the former officials.

INTERNATIONAL BUSINESS

GLOBAL ASSEMBLY LINE
Educational TV and Film Center, 1986, 16 mm, 57 min.
SUMMARY: Examines US manufacturers in the garment and electronics industries who have closed US factories and opened operations in low-wage developing countries.

IF JAPAN CAN, WHY CAN'T WE?
Films, Inc., 1980, 16 mm, (NBC White Paper Report), 80 min.
SUMMARY: Examination of the problems of American productivity by comparing Japanese and American systems.

MANUFACTURING MIRACLES *
California Newsreel, 1987, 1/2" video, 32 min.
SUMMARY: This film explains how Mazda Motor Company became a flexible and intelligent industrial organization through the deliberate nurturing of a committed and resourceful work force.

FOREIGN LANGUAGE STUDY

THE WORLD SAYS "WELCOME" *
Monterey Institute of International Studies, 1986, 1/2" video, 24 min.
SUMMARY: Demonstration of the importance of speaking a foreign language. Introduces students to young role models who work at jobs in business, government, etc. throughout the world. Includes statements by leading authorities on language and international studies -- Senator Paul Simon, Congressman Leon Panetta, Claire Gaudiani, and Rose Hayden.

AUDIO-VISUAL
AND
SIMULATION
MATERIALS
IN
INTERNATIONAL STUDIES

Provided by the West Virginia Consortium for Faculty and Course Development
In International Studies (FACDIS)
Tnrougn a grant from the US Department of Education
Undergraduate International Studies Program

AVAILABLE FROM:
Audio-Visual Library
West Virginia University
Morgantown, WV 26505

PREFACE

From 1980 to 1983 the West Virginia Consortium for Faculty and Course Development in International Studies (FACDIS) completed numerous projects designed to foster instruction in international studies. One hundred and twenty-five social scientists teaching international studies at 16 colleges and universities in West Virginia participated in FACDIS.

One of the projects which these faculty members carried out was to review and recommend the purchase of the audio-visual and simulation materials listed in this catalog. Every item has been evaluated and found educationally contributive. A great debt is owed to these faculty who spent many hours reviewing numerous materials before recommending the best ones for purchase.

We also owe a great deal to the U.S. Department of Education Undergraduate International Studies Program who awarded FACDIS a total of $199,000 during 1980-1983. A large portion of these funds went to the purchase of the materials listed in this catalog.

Faculty members interested in the use of audio-visual materials in their classes may also be interested in the AREA STUDIES THROUGH FILM project -- a set of 12 teaching modules integrating audio-visual and written materials. These teaching modules address the following topics for these areas:

AFRICA:

Film: "The Cows of Dolo Ken Paye: Resolving Conflict Among the Kpelle" (themes: law, stratification, and social conflict in transitional Africa)
Film: "Rich Man's Medicine, Poor Man's Medicine" (theme: traditional and Western medical models in Africa)
Film: "The Tuaregs" (theme: erosion of traditional African culture in the face of economic growth)
Faculty Member: Thomas Turner (Political Science; Wheeling College)

ASIA:

Film: "Chachaji: My Poor Relation: A Memoir by Ved Mehta" (theme: the struggle of the traditionalist against social change)
Film: "China, A Class by Itself" (theme: the opposing strategies for modernization in China)
Film: "Full Moon Lunch" (theme: the life of a traditional family in modern Japanese society)
Faculty Member: Joseph Laker (History; Wheeling College)

LATIN AMERICA:

Film: "Todos Santos Cuchumatan" (theme: social change in Latin America)
Film: "Cuba: The Castro Generation" (theme: political leaders in Latin America)
Film: "Seeds of Revolution" (theme: land, business and food in Latin America)
Faculty Member: John Super (History; West Virginia University)

MIDDLE EAST:

Film: "There is No God But God" (theme: the world view and social change in the Middle East)
Film: "Factories for the Third World: Tunisia" (theme: social change, modernization and economic conflict in the Middle East"
Film: "Temptation of Power" (theme: internal and external conflict involved in national development)
Faculty Member: John Hymes, Jr. (History; Glenville State College)

The teaching modules can be used individually or in combination. To obtain copies (for as long as they last), please contact:

Dr. Sophia Peterson
Department of Political Science
West Virginia University
Morgantown, West Virginia 26506

We hope these materials will enrich the teaching of international studies throughout West Virginia for many years to come.

Sophia Peterson
Co-Director, FACDIS

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INSTRUCTIONS FOR BORROWING

All materials in this catalog are housed in the West Virginia University Audio-Visual Library. Arrangements for borrowing the materials must be made through your Inter-Library Loan Librarian at your college/university. Please contact your Librarian as soon as you know the dates when you need the materials so they can be reserved for you. Your Librarian will arrange to borrow them from the WVU Audio-Visual Library. Please give the WVU Audio-Visual Library at least 6 working days notice to process your request, preferably longer, to be sure your materials will be available when required. Many faculty make their reservations at the beginning of each semester for the entire semester.

COST OF BORROWING MATERIALS:

The WVU Audio-Visual Library charges $5.00 for 16 mm films. This charge covers postage, handling, and repair of films. Borrowers are also responsible for return postage and insurance. The charge for all other materials (filmstrips, slides, audio-tapes, videocassettes, and simulation games) is $3.00 which also covers postage, handling and repair. Borrowers are responsible for return postage and insurance.

(Charges are subject to change by the WVU Audio-Visual Library.)

F I L M S

AFRICA

CROSSROADS/SOUTH AFRICA
California Newsreel. 16 mm. (1980)
SUMMARY: This film tells the story of Crossroads, a squatters' town on the edge of Capetown. Every day throughout South Africa in communities like Crossroads, a tense drama unfolds as blacks confront the population controls and forced re-settlement programs which constitute the essence of apartheid strategy. Crossroads is an illegal community. Under apartheid, men holding "work passes" are housed in prison-like bachelor "hostels" and their families, under South African law, are forcibly removed from the white areas and re-settled in the barren bantustans, often hundreds of miles away. The families of Crossroads have refused to be separated, and instead have built this squatters' community. Three women emerge as the leading figures in this community's bold act of political defiance. The film reveals how even the struggle of daily life can become an act of rebellion. 52 minutes.

GENERATIONS OF RESISTANCE
California Newsreel, 16 mm. (1979)
SUMMARY: This film traces for the first time the tradition of black resistance to white rule which has been passed on from old to young despite the determination of the South African government to suppress it. Film combines the testimony of survivors of earlier battles with archival footage to follow the long and arduous path traveled by Africans in their fight for freedom and human dignity, from Bombata's rebellion in 1906, through the founding of the African National Congress, dispossession of African lands, the imposition of the pass laws, the consolidation of apartheid lands, the Women's Campaigns of the '50s, and Sharpeville, to Soweto and the Black Consciousness Movement. Film provides the framework necessary for understanding apartheid and the events exploding in South Africa today. It provides a detailed examination of the evolution of a social movement. 52 minutes.

A PLAGUE UPON THE LAND
The World Bank. 16 mm. (1977)
SUMMARY: The Volta River Basin lies in parts of seven West African nations: Dahomey, Ghana, Ivory Coast, Mali, Niger, Togo, and Upper Volta. The Volta River Basin, home to 10 million people, is also home to a female black fly which breeds in swift water, biting its victims, and causing "River Blindness" or Onchocerciasis. There are over one million victims, blinded at worst, debilitated at best, over most of their working lives. This motion picture, filmed in the infectious area, examines this disease and its effects on the victim and its social and economic consequences. 28 minutes.

AFRICA (cont.)

SAHARA: LA CARAVANE DU SEL
Films, Inc. 16 mm. (1969)
SUMMARY: The shifting landscape of the Sahara provides an exotic setting of parched beauty for the camel caravans which cross the desert. Following a small caravan engaged in the salt trade provides an opportunity to look closely at the people who live this unique and difficult life. For 4 weeks and 1000 miles, the caravan moves through extreme temperatures and sandstorms, with only the occasional relief of an oasis, until it reaches its destination, the market where the salt is sold. Winner of Emmy, CINE Golden Eagle, Christopher awards. 52 minutes.

RICH MAN'S MEDICINE, POOR MAN'S MEDICINE
Icarus Films, 16mm. (1976)
SUMMARY: Filmed in Gabon, Senegal, and Kenya, this film presents a picture of the "scientific" medicine transplanted from the West (in the capital cities)- hospitals, synthetic drugs, x-ray machines. Film spotlights the complex realities of medical care in the developing African countries. Away from the large cities the traditional medicine can still be found. The African "sorcerer" employs a ritual of healing in concert with the ideas of his society--disease is an aggression against the entire group, not against the individual. Alongside the sorcerer is the traditional doctor, who knows the usage of plants and minerals. The two techniques complement one another, and allow the community to survive and grow. But in the hospitals these techniques are suppressed. It is unheard of to choose a traditional or natural medicine over a classic French drug. The path imposed by the colonizers is being continued by the current rulers. We see that although the two systems are now set against one another, they could in fact be used together. 43 minutes.

THE TUAREGS
Icarus Films, 16 mm. (1974)
SUMMARY: Once the Tuaregs were a proud, warrior tribe of the country Niger. They lived a nomadic life in that semi-desert region of Africa known as the Sahel. European colonization brought an end to their warfare with the neighboring tribes, and modern transportation systems have supplanted their camel caravans. In the 1970's a six-year long drought turned the Sahel into an arid wasteland, incapable of supporting the herds of camels and goats on which the lives of the Tuaregs depended. Despite a massive international relief effort, a disturbing shot of families stripping leaves from the few remaining trees reveals the inadequacy of the foreign aid. In telling contrast to the plight of the Tuaregs, French companies discovered, and are developing, uranium deposits beneath the Sahel. We witness the crumbling of one social structure in the face of new confrontation. It is clear that the Tuaregs must adapt to the 20th century in order to survive, but at what cost to their own traditions and culture? 46 minutes.

AFRICA (cont.)

THE COWS OF DOLO KEN PAYE: RESOLVING CONFLICT AMONG THE KPELLE
BFA Educational Media, a division of Phoenix Films, 16 mm. (1970)
SUMMARY: In Fokwele, Liberia, a town of 2,000 in the process of transition to modern ways, conflicts arise as a result of differing life-styles. Many of the old customs of the Kpelle tribe are still alive, but they are complicated by new economic practices and social structures. Cattle have divided the town into two classes: the rich cattle owners who can sell their stock for profit, and the poorer rice farmers, whose crops are often marauded by the cattle. Occasionally the rice farmers attack the cows which damage their crops, thereby offending the wealthy cattle owners. In this film, such an incident is followed through the proceedings of justice in the community. The proper procedures are followed, but in this case the "hot knife ordeal" becomes a test of guilt or innocence. As the picture proceeds, the suspense of who will be burned and proven "guilty" build to a dramatic conclusion. 32 minutes.

ASIA

AMERICA IN THE PACIFIC: THE CLASH OF TWO CULTURES
See GENERAL category, p. 15.

CHINA: A CLASS BY ITSELF
Films, Inc., 16mm. (1979)
SUMMARY: The recent normalization of American/Chinese relationships makes this inside look at contemporary China uniquely timely. For centuries, China was a world apart - aloof, remote. Now she is reaching out to other countries, notably Japan and the Western powers. Enormous changes - political, economic, and social - have been instigated by Teng Hsiao-ping to attain the goal of the Chinese to become a super industrial power by the year 2000. Interviewed on camera, Teng, Vice Premier Yang Li, and various academics are remarkably frank about the setback to progress caused by the Cultural Revolution. They see education as the key to modernization. Chairman Mao's ideology of education for the masses has given way to an emerging intellectual elite, as scholastic standards are raised and stiff entrance examinations are required for universities, secondary and technical schools with emphasis on science and technology. Already a strategic power, if China succeeds as an industrial power, she will indeed be a nation in a class by inself. Produced by NBC news. 52 minutes.

ASIA (cont.)

CHACHAJI: MY POOR RELATION: A MEMOIR BY VED MEHTA
Icarus Films, 16 mm. (1978)
SUMMARY: Eighty-three years old and surviving on the meager wages of two jobs, a government ration, and the care of his indulgent relations, Chachaji goes through the routines of his daily program, embraced from his 30-year service as a clerk in the British Civil Service in India, buffeted by the indignities of old age and by the exasperating morass of bureaucratic red tape, yet propelled by his wryly stoic disposition and by the belief, soon made apparent, that he is much more fortunate than the millions of other Indians who are far poorer that he. The hero of the film is the uncle of the maker of this film, Ved Mehta, New Yorker writer. Chachaji serves as a window onto Mehta's family and their relations, and by extension onto all of India's people. Chachaji involves us in the experiences, lifestyles and living conditions of his country's 622 million inhabitants. 58 minutes.

FULL MOON LUNCH
The Japan Society, 16 mm. (1977)
SUMMARY : This film is Part I of a trilogy called THE JAPANESE. (Part II is called THE BLIND SWORDSMAN, PART III is FARM SONG). This film, directed by John Nathan, won a Red Ribbon at the American Film Festival, and Best International Film at the Washington International Film Festival. In this film, the director's camera captures the everyday life of a downtown Tokyo family. The Sugiuras cater elaborate box lunches for memorial services and other formal occasions at nearby Buddhist temples. Eleven adults live and work closely together in their tiny shop in an old, unchanging district of Tokyo. Individually and collectively, the Sugiuras present a wide range of distinctly Japanese relationships. At the same time, they reveal themselves as warm vital human beings, dealing with the universal concerns of maintaining continuity with their unique past while coping with the appeals and stresses of modern urban life. 57 minutes.

JAPAN: AN INTERDEPENDENT NATION
International Film Foundation, 16 mm. (1979)
SUMMARY: This overview of Japan combines live-action color film, historical black and white footage, and an innovative use of animated maps to contrast traditional ways of life in Japan with modern-day lifestyles. With 80% of the terrain mountainous, and nearly everyone living within a few miles of the sea, the land and ocean have affected Japan's history and progress. Because there are few natural resources and a limited amount of land, Japan's economy is dependent on international trade. Japan's long and unique history, contact with the western world, the emergence of the industrial revolution in 1868, the devastation of World War II are all illustrated. 27 minutes.

CONTEMPORARY EUROPE

NAZI CONCENTRATION CAMPS
National Audiovisual Center, 16 mm. (1945)
SUMMARY: This is the official film record of the Nazi death camps, as photographed by the Allied forces advancing into Germany. Although by then the fires in the Third Reich's crematoria had been reduced to smoldering ash, the remaining evidence was so unspeakably horrible that were it not for this film the mind would refuse it. We are made witness to the half-dead prisoners, victims of "medical" experiments, gas chambers, and open mass graves of the camps whose very names have become synonymous with human suffering and degradation. Every frame of this film is irrefutable testimony to a lesson the world must never be permitted to forget. Black and white. 59 minutes.

NUREMBERG
National Audiovisual Center, 16 mm. (1946)
SUMMARY: Produced by the Civil Affairs Division, Re-Orientation Branch, War Department, NUREMBERG is a grim and unflinching account of the Nuremberg trials, told almost totally without editorial comment. During the trials, the courtroom was dominated by the large motion picture screen upon which the prosecution showed films of Nazi atrocities. Much of this footage was confiscated from the private libraries of high Nazi officials and, ironically, proved to be the most damning evidence against them. Excerpts of these films are intercut with the trial sequences to match the four counts of the indictment against the defendants. Working originally with more than a million feet of film, Pare Lorentz and his staff edited this material into a historical narrative showing the rise of Hitler, the subjugation of most of Europe--and the systematic murder of millions of innocent people. NOTE: Because of the shocking nature of many of the scenes of this film, it is not recommended for viewing by young or impressionable audiences. Black and white. 76 minutes.

TRIUMPH OF THE WILL
Images Film Archives, 16 mm. (1934)
SUMMARY: A documentary of the Nazis' Sixth Party Congress in 1934 in Nuremberg. One of the most effective propaganda films ever conceived. Demonstrates the nationalist mystique with Hitler as savior and contains speeches by Goebbels, Goering, Himmler, and Hess. The marching, pomp, and pageantry were designed to capture the emotions and stifle individual thought. Directed by Leni Riefenstahl. In German with English subtitles. Abridged version: 52 minutes.

CONTEMPORARY EUROPE (cont.)

WITH HARDSHIP THEIR GARMENT
Time-Life Films. 16 mm. (1975)
SUMMARY: Part of the series EUROPE: THE MIGHTY CONTINENT. Goering's airforce bombed Poland as panzer divisions crashed their way towards Paris in the world's most destructive war so far. Film depicts the destruction to the civilian populations of Europe: bombing reduced great cities to rubble; Nazi brutality decimated the Jewish and Slavic peoples of Europe; extermination camps added a new and horrifying dimension to war. 52 minutes.

GERMANY - BERLIN
(Films on Permanent Loan - Courtesy of Landesbildstelle Berlin)

FREEDOM'S AIRLIFT: BERLIN 1948-49
16 mm.
SUMMARY: Describes the 1948-49 Soviet blockade of Berlin and the efforts of the Western Allies to airlift supplies to the two million citizens of the city. Black and white. 17 minutes.

BERLIN 1945-1970
16 mm.
SUMMARY: Highlights events in Berlin from the German surrender through the 1948-49 Soviet blockade, the uprisings of 1953, the building of the Berlin wall, student demonstrations in the late 1960s, and the Four Power agreement in 1970. Black and white. 30 minutes.

BERLIN MEANS BUSINESS...AND MUCH MORE
16 mm.
SUMMARY: Discusses Berlin as a city of millions with problems and solutions. Focuses on Berlin since World War II. The "island" location permits geographical opportunities for business and industry with a range of products from hydroelectric generators to steam shovels, from BMW motorcycles to recording equipment, and from oil pumps to the latest in fashion design. Color. 23 minutes.

BERLIN UBER EINE GROSSE STADT
16 mm.
SUMMARY: Focuses on the city that the citizens of Berlin live and work in. Discusses briefly the early history of Berlin up to the cultural Berlin of the 1920s. Shows the advancements made by the city since World War II. Like other large cities Berlin has experienced its share of problems. The film also discusses some of the solutions Berlin has applied to its problems. Color. 27 minutes.

GERMANY - BERLIN (cont.)

SCHLOSSER UND GARTEN
16 mm.
SUMMARY: Tour of Berlin's many palaces and gardens. Views of parks restored after World War II. Color. 14 minutes.

LATIN AMERICA

AMERICAS IN TRANSITION
Distributed by Americas in Transition, 16 mm. (1981)
SUMMARY: This film traces United States involvement in Latin American affairs during this century. The film concentrates on the roots of dictatorship, attempts at democracy, communist influences, and the role of the United States. Narrated by Ed Asner. Academy Award Nominee, Short Documentary Category. 29 minutes.

BRAZIL: THE GATHERING MILLIONS
Indiana University Audio-Visual Center, 16 mm. (1965)
SUMMARY: Examines Brazil's population problem, which is characterized on the one hand by excessive population growth in the cities and on the other by a rapid decrease in population in the rural areas. Points out the vast areas which are underpopulated in spite of government attempts to relocate people. Visits various cities and provides glimpses into the lives and problems of representative citizens. Shows problems of migrants and examines the rural movement to the cities. Black and white. 30 minutes.

CUBA AND FIDEL
Churchill Films, 16 mm. (1976)
SUMMARY: Castro's influence on the Cuban Revolution is documented in this film. Interviews with Castro and Cubans from different occupations and regions are interspersed with views of Cuban life. Castro discusses his views on freedom, socialism, and capitalism while he attempts to explain and defend the course of the Cuban Revolution. 24 minutes.

CUBA: THE CASTRO GENERATION
McGraw-Hill Films, 16 mm. (1977)
SUMMARY: Three decades ago, Cuba was just one more Caribbean sugar republic. Its capital city was known as a gambler's haven and an international tourist attraction. Since its revolution, Cuba has achieved world status as the only Communist country in the Western Hemisphere, and its domestic and foreign politics identify it as an influential and active force in much of the Third World. It is a country deeply concerned with defending and spreading its revolution - a revolution which has brought about many social, economic, and political changes in Cuba.

(continued on next page)

LATIN AMERICA (cont.)

CUBA: THE CASTRO GENERATION (cont.)
In this film, Howard K. Smith visits Cuba to observe and describe the changes which have taken place. Since 1961, Cuba has been totally isolated from economic and diplomatic relations with the U.S. The total embargo designed to prevent the development of a Communist country only 90 miles from Florida has not been successful. Denied U.S. aid, Cuba has had to depend on other Communist countries to help it survive, notably the Soviet Union. The film raises both positive and controversial aspects of reestablishing U.S.-Cuba relations. Film in two parts: Part 1: 20 minutes, Part 11: 29 minutes. Total time: 49 minutes.

LATIN AMERICA: INTERVENTION IN OUR OWN BACK YARD
Films, Inc., 16 mm. (1978)
SUMMARY: "The Good Neighbor Policy," originated by Secretary of State Cordell Hull and inaugurated by F.D.R., was a key development in reversing the U.S. imperialistic attitude toward Latin America. For over a century the Monroe Doctrine was invoked to justify intervention in the Caribbean, Central, and South America. The Spanish-American War enabled us to "liberate" the Philippines, Guam, Puerto Rico, and Cuba. The United States exercised substantial control over Nicaragua, Haiti, and the Dominican Republic. Still questionable is the extent of our involvement in the creation of the Republic of Panama and the subsequent control of the Canal Zone. Pan-American relationships deteriorated rapidly until 1933, when the policy of intervention was abolished and soft diplomacy finally unified the Americas. 26 minutes.

MINERS OF BOLIVIA
Films, Inc., 16mm. (1969)
SUMMARY: Indicates that the Indians eke out a submarginal existence working in the tin mines and along the creeks and rivers digging the tin ore. Points out that family life is difficult--with almost everyone chewing the coca leaf to dull the hardships of their daily lives. MAN AND HIS WORLD SERIES. 15 minutes.

THE RAGGED REVOLUTION: THE ROMANCE AND THE REALITY OF THE MEXICAN REVOLUTION, 1910-1920
Document Associates, Inc., 16 mm. (1981)
SUMMARY: This documentary provides a look at the realities behind the romantic myths of the Mexican Revolution. We see how the disastrous social and economic conditions in Mexico at the turn of the century paved the way for the Revolution. When Francisco Madero outlined his program of reforms in 1910 and challenged the 34-year old Diaz dictatorship to hold free elections, a spontaneous revolution of the masses was set into motion, and social forces were let loose that neither Madero nor anyone else could hope to contain. The result, over the

(continued on next page)

LATIN AMERICA (cont.)

THE RAGGED REVOLUTION: THE ROMANCE AND THE REALITY OF THE MEXICAN REVOLUTION, 1910-1920 (cont.)

next 10 years, was no parade ground contest between resplendent armies, but a "ragged revolution," a brutal civil war between weak and disorganized Federal troops and rebel armies led by illiterate peasants and opportunistic bandits who were to become national heroes. Color and black and white. 37 minutes.

SEEDS OF PROGRESS
The World Bank. 16 mm. (1976)
SUMMARY: This film portrays Mexico's more than 10 million subsistence farmers who toil in one of the most water-poor countries of the world. In sharp contrast to the good fortune of many of their fellow citizens, these rural poor were left behind by progress to lead their lives as their forefathers had for countless generations. With the assistance of the World Bank and other development institutions, Mexico has started a comprehensive rural development program known as "PIDER". Designed to increase the productivity of these farmers, it has also provided them such basic social services as reliable water supplies, electricity, health care, and better education. This documentary examines the progress achieved so far by these efforts. 20 minutes.

SEEDS OF REVOLUTION
Icarus Films, 16 mm. (1979)
SUMMARY: Film focuses on Honduras. "If any Central American country merits the title of the definitive Banana Republic, it is Honduras." Its predominantly agricultural economy is dominated by U.S. based corporations which effectively control most of the country's life. This film examines the various sectors of Honduran society through interviews with corporate representatives, military officials, labor leaders, missionaries and peasants. The conflicting demands of the agribusiness concerns with the new peasant self-help cooperatives demonstrate some of the conflicts simmering beneath the surface of Honduran life. 28 minutes.

SOUTH AMERICA: LAND OF MANY FACES
CRM/McGraw-Hill, 16 mm. (1975)
SUMMARY: People think of South America as an immense, green tropical forest. In reality it is a land of great variety and harsh contrast. The viewer sees how the Andes Mountains control the climate, life patterns, and the character of a good part of South America. On part of the eastern slope of the high Andes lies a region that was, in the past, largely avoided by the Incas and Spaniards alike--the Amazon Basin. Here the tropical forest areas are vast, covering almost one-third of the entire continent. The viewer sees the flora and fauna of this area,

(continued on next page)

LATIN AMERICA (cont.)

SOUTH AMERICA: LAND OF MANY FACES (cont.)
as well as the lifestyle of the few Indian families that live here. Life on the desert areas is shown, as well as the contrasting lifestyles of people who live on the grassy plains of the Pampas. The peoples of South America are as varied as the continent's physical features. To the original land of highly developed Indian cultures came the Spanish and other Europeans, as well as the Africans. Their descendants have all made valuable contributions and have helped make South America truly a land of many faces. 15 minutes.

SOUTH AMERICA: THE WIDENING GAP
CRM/McGraw-Hill, 16 mm. (1975)
SUMMARY: Until recently, most of South America was a rural society. One of the most startling aspects of life in South America today is the rapid growth and wealth of its cities. But there are problems. The wealthy form their own small world with the time to enjoy their money. But most people live a different life. In search of a better life, large numbers of the rural poor have moved to the cities, to areas which have quickly become slums. Many of those slums have become "cities within cities," with a lifestyle of their own. The small middle class and the migrants to the cities have set up a great demand for all the city services, thus putting a severe strain on the nation's economy. Neighborhoods which started out with such high hopes have begun to decay. Few places in the world have had a greater explosion of population than South America. Food production fails to keep up with the number of people born each day, and the threat of widespread starvation is always present. Truly, the gap between the rich and the poor widens with each passing day. 15 minutes.

TODOS SANTOS CUCHUMATAN
Icarus Films, 16 mm. (1982)
SUMMARY: Guatemala is a country of great poverty, and growing social unrest. It has the largest indigenous population (over 60%) of any country in Latin America--and an increasing amount of the opposition to the Guatemalan government is coming from this long-silent Indian majority. This film looks at one Mam Indian village called Todos Santos Santos Cuchumatan, nestled in a valley of the Cuchumatanes mountains at an altitude of nearly 9,000 ft. above sea level. Through interviews with men and women as they go about their daily work, the film shows how cash has become increasingly important to the people of this once subsistence farming community; The film documents the annual sequence of harvest, the elaborate fiesta of Todos Santos, and the mass seasonal migration out of the village to work in the cotton plantations. The film shows the backdrop for the current political response of the Indian people to the policies of the Guatemalan government. 41 minutes.

MIDDLE EAST

BAKHTIARI MIGRATION: THE SHEEP MUST LIVE
Films, Inc., 16 mm. (1974)
SUMMARY: A grueling test of human endurance, the Bakhtiari migration takes about five weeks and covers some 200 miles. Half a million people and millions of sheep and goats cross the massive Zagros range in southern Iran twice yearly to move between summer and winter pastures. Anthropological study that won the American Film Festival Red Ribbon Award. 27 minutes.

FACTORIES FOR THE THIRD WORLD: TUNISIA
Icarus Films, 16 mm. (1979)
SUMMARY: Until recently the role of most Third World countries in the world economy has been to serve as suppliers of raw materials for the industrialized countries of Europe and North America. The standard of living in these countries did not rise; labor costs remained low. In the last few decades the governments of many poor countries have seen in foreign investments a chance to create new industrial jobs, and for their countries to escape from the status of underdevelopment. Thus they have adopted policies to actively encourage this investment--establishing free trade zones, granting tax concessions, providing infrastructure support and "guaranteeing" labor peace. This film analyzes the extent and consequences of this new international division of labor and the pattern of development in Tunisia, the reality of the new factory life for the Tunisian people, and some of the responses of the Tunisian working class to these developments. The film looks at the history of the labor movement in Tunisia, in particular at the crack-down and suppression of the unions in 1978; and at elements in the Islamic reaction to the growing influence of Western culture and Western economic forces, raising questions about the potential for an upheaval similar to that which rocked Iran. 43 minutes.

THE INNER LIFE
Institutional Cinema, Inc., 16 mm. (1979)
SUMMARY: Part of a series on THE TRADITIONAL WORLD OF ISLAM. This film deals with Islamic mysticism, concentrating in particular on Sufism, whose goal is deep spiritual understanding of God. The film discusses the role of special Sufi guides or masters, whose task it is to help improve the spiritual consciousness of others. Discusses the Sufi belief that "to the righteous man, God's choice is the only choice." Film shows Dome of the Rock and the al-Asqa mosque in Jerusalem. Discusses the Prophet Muhammad's miraculous journey from Mecca to Jerusalem. 30 minutes.

MIDDLE EAST (cont.)

ISRAEL: A SEARCH FOR FAITH
Pyramid Films, 16 mm. (1977)
SUMMARY: Author James Michener narrates and hosts a film odyssey that explores Judaism, Christianity, and Islam. He begins in Jerusalem and then travels across the country to Mt. Sinai, Hatzor, the plateau of Masada, and the desert regions. Throughout the journey he tries to understand the possible reasons why a place that has spawned three great religions is also the site of some of man's worst conflicts. 26 minutes.

MAN AND NATURE
Institutional Cinema, Inc., 16 mm. (1979)
SUMMARY: Part of a series on THE TRADITIONAL WORLD OF ISLAM. It is a basic tenet of Islam that all creation is related, with man as the link between God and nature. Islam thus teaches that man shall not force nature, should not work in conflict with it, but rather in harmony. This film examines some of the traditional ways in which Muslims have worked with nature. The film emphasizes traditional Islamic society's reliance on renewable versus exhaustible natural resources. It underlines the traditional belief that man should leave no lasting scars on the earth. Film illustrates how, in its intelligence, Islamic society has been able to adapt to difficult conditions and a limited array of resources. 30 minutes.

MIDEAST: ARTS, CRAFTS, AND ARCHITECTURE
BFA Educational Media, 16 mm. (1977)
SUMMARY: Explores pre-Islamic cultural history by focusing on the influence of early civilizations, and the later Roman and Byzantine empires. Shows how ancient and Islamic legacies enrich the work of today's architects, craftspeople, and artists. Emphasizes the Islamic ethos which encourages creativity "in the service of God." The film creates sensitive understanding of social, ethical, and aesthetic principles which continue to guide Islamic forms and traditions. Part of the MIDEAST series. 18 minutes.

MIDEAST: ECONOMIC DEVELOPMENT
BFA Educational Media, 16 mm. (1977)
SUMMARY: Details the Mideast's historic role as a formative center of world trade; then relates traditional Islamic beliefs, practices, and occupations to current economic opportunities. Examines the impact of oil wealth and other resources of life in Saudi Arabia, the Gulf States, Egypt, Iran. Identifies specific changes caused by increasing influxes of capital, technology, non-Islamic culture. Explores processes of industrialization and urbanization. Reviews emerging social and political priorities. Considers global uses of new economic leverage. Part of the MIDEAST series. 18 minutes.

MIDDLE EAST (cont.)

MIDEAST: ISLAM--THE UNIFYING FORCE
BFA Educational Media, 16 mm. (1977)
SUMMARY: Provides a detailed introduction to the history, practices, and beliefs of one of the world's greatest religions: Islam. Explores the Islamic understanding of Mohammed's prophetic role as the messenger of Allah, and the equality of all Muslims before Him. Reviews the origin and content of the Koran, and emphasizes its practical impact on daily life. Examines the "five pillars of Islam" which define believers' spiritual obligations. Part of the MIDEAST series. 18 minutes.

MIDEAST: LAND AND PEOPLE
BFA Educational Media, 16 mm. (1977)
SUMMARY: Vividly emphasizes the Mideast's cultural diversity and the powerful Islamic bond linking Arabs, Iranians, Turks. People and places portrayed against a rich background of ancient and recent history. The film fosters awareness of problems (and opportunities) faced today by Islamic cultures in rapid transition by closely examining ways in which different groups strive to accept, reject, or manage Western technology, values, customs, business practices, and commercial objectives. Part of the MIDEAST series. 18 minutes.

MIDEAST: PIONEERS OF SCIENCE
BFA Educational Media, 16 mm. (1977)
SUMMARY: Portrays the ancient and Islamic Mideast's extraordinary contributions to scientific knowledge and technology not often recognized in the West. Shows how many of these early achievements now play a role in current regional development projects, such as Egypt's Aswan Dam, widespread electrification, and petroleum distillation in the Middle East, and actually form the base of many technological achievements in the U.S. and throughout the world. Part of the MIDEAST series. 18 minutes.

THE PALESTINIAN PEOPLE DO HAVE RIGHTS
Produced by the United Nations, 16 mm. (1979)
SUMMARY: This is the first filmed history to present a comprehensive examination of the Palestinian/Israel conflict. The film traces the roots of the conflict to the early Jewish settlement in Palestine during the Ottoman rule; with it came the first opposition from the Palestinian population. The film continues with a survey of Palestine through the time of the British Mandate, the establishment of the State of Israel, and the major wars of 1948, 1956, 1967, and 1973. It concludes with an analysis of the present situation of the Palestinian people. 48 minutes.

MIDDLE EAST (cont.)

TEMPTATION OF POWER
Icarus Films, 16mm. (1977)
SUMMARY: Film examines the social and economic development policies of the Iranian government during the period of the so-called White Revolution, 1962-1978. For many years the economic development policies of the Shah of Iran were held up by western political and economic leaders as a model for other Third World countries to emulate. The development of high-technology industry, a consumer oriented economy, and a land reform program designed to concentrate agriculture in large corporate-owned holdings were supposed to propel Iran "into the twentieth century." But the inequities and dislocations which these policies caused within Iranian society were often overlooked. This film examines this economic model and reveals the many problems which it created. 43 minutes.

THERE IS NO GOD BUT GOD
Time Life Video, 16 mm. (1977)
SUMMARY: "It is said in Islam that every child is born Muslim by nature; he has the belief in his heart of one God." Over 400 million people profess Islam, and its numbers are said to be growing. In this program one travels to Egypt to explore the Islamic experience in an oasis village 50 miles from Cairo at a wedding, in the market town of El Fayoun for dawn prayers, and in Cairo itself. 52 minutes.

UNITY
Institutional Cinema, Inc., 16 mm. (1979)
SUMMARY: Part of a series on THE TRADITIONAL WORLD OF ISLAM. The film discusses the vital importance to the Islamic faith of the prophet Mohammed, the Quran, and Mecca. Film discusses the spread of Islam today, in large part due to the reason that Islam stresses equality and tolerance between races and nations. Today, Islam is making rapid incursions into Black Africa. Discusses other areas where there are growing Muslim communities. Film deals with a common misperception that Islam is a belligerent, aggressive faith. Depicts Muslim practices, such as preparation for prayer, and the pilgrimage to Mecca. 30 minutes.

OCEANIA

TROBRIAND CRICKET: AN INGENIOUS RESPONSE TO COLONIALISM.
Pennsylvania State University, 16 mm. (1976)
SUMMARY: Shows how the Trobriand Islanders have taken the very controlled game of British crickett first introduced by missionaries, and changed it into an outlet for mock warfare, inter-village competition, eroticized dancing and riotous fun. 53 minutes.

GLOBAL ISSUES

DIET FOR A SMALL PLANET
Bullfrog Films, 16 mm. (1974)
SUMMARY: This film features Frances Moore Lappe and Ellen Buchan Ewald, authors of the best selling books, DIET FOR A SMALL PLANET and RECIPES FOR A SMALL PLANET. With nutritionist and biochemist Dr. Kendall King they explore three main topics: (1) The Nutrition of Protein--What is Protein: Why do we need it? How can we get it? (2) The Ecological Cost of Meat Protein--Europe and the U.S. as a protein drain; (3) Cooking with Complementary Protein--Preparation of dishes that exemplify the three main combinations of non-meat foods which produce high quality protein. DIET FOR A SMALL PLANET shows audiences that reducing one's meat intake can open the door to an exciting culinary adventure and at the same time make better use of the earth's bountiful harvest. 28 minutes.

THE LIMITS TO GROWTH
Great Plains Instructional Television Library, 16 mm. (1974)
SUMMARY: Film deals with the findings of the Club of Rome set forth in "the project on the predicament of mankind." It focuses on the five major problems facing every nation in the world: population expansion, diminishing agricultural resources, loss of irretrievable natural resources, unlimited industrial growth, and pollution. Each is increasing at exponential rather than linear rates due to the lack of negative feedback loops. These problems are examined in long term behavior modes in a closed computer model. The findings show we are in the midst of unrestricted exponential growth in a finite world and that there is little time left to correct, in any way, the manifold problems in this unrestricted growth. Program 19 in MAN BUILDS/ MAN DESTROYS series. 30 minutes.

SMALL IS BEAUTIFUL
Bullfrog Films, 16 mm. (1978)
SUMMARY: A portrait of E.F. Schumacher, former Chief Economist for Britain's National Coal Board. Schumacher came to believe that we had reached a stage of economic development where, in the name of the GNP, "man would resort to any degree of technological violence and human degradation." He began to view the activities of his fellow economists as merely rearranging the deck chairs on the TITANIC. He saw that the future must lie in de-centralization, in small-scale technology, in local, human economics. When he wrote SMALL IS BEAUTIFUL--A STUDY OF ECONOMICS AS IF PEOPLE MATTERED, he started a whole movement which has had profound influence on the way we view the future at home and in developing countries. This film interviews Schumacher and also visits a monstrous phosphorous plant and an abandoned oil refinery--vivid examples of the kind of wrong-headed economic thinking he made it his life's work to combat. 28 minutes.

GLOBAL ISSUES (cont.)

SURVIVAL...OR SUICIDE
American Committee on East-West Accord, 16 mm. (1979)
SUMMARY: Film depicts the risks and potential consequences of the nuclear arms race. It deals with the history of major weapons development, actual nuclear alerts, plus simulated crises, and the process of SALT negotiations and the role of the U.S. Senate in ratification. The film establishes the extent to which nuclear arms control is the linchpin to our national security. 24 minutes.

THE WAR GAME
Films, Inc., 16 mm. (1966)
SUMMARY: In an uneasy world, most of us assume that no one will dare to "push the button." But what if someone does? THE WAR GAME postulates a day when diplomacy fails, nations are backed into corners, and bluffs are called. The grim effects of a nuclear attack on Britain are shown in detail, based on information supplied by experts in nuclear defense, economics, and medicine. The cinema-verite technique--employing man-on-the-street interviews, on-location shooting with amateur actors, and a hand-held camera--lends an authentic quality of a newsreel and heightens the film's powerful impact. The overall mood is panic. The indisputable message is that there is no way to "prepare for" nuclear war; there is no choice but to "prepare against it." Award-winning film. Two reels. Black and white. 49 minutes.

GENERAL

AMERICA IN THE PACIFIC: THE CLASH OF TWO CULTURES
Films, Inc., 16 mm. (1978)
SUMMARY: This overview of U.S.-Japanese relationships from the turn of the century until 1933 is a story of conflict: East vs. East, East vs. West. The 1920's witness China's exploitation by Western powers and in 1931, torn by internal strife, she cannot resist Japan's invasion of Manchuria. Meanwhile, America expands into the Pacific with the Philippines, Hawaii and Guam. Japan emerges from World War I as a major world power, but American diplomats make little effort to understand the Oriental mind. Our Japanese foreign policy does little to improve relations: frustrating Japanese naval expansion; protective tariffs that excluded Japan from the market; immigration quotas, and arrogance. 26 minutes.

GENERAL (cont.)

FOUR FAMILIES
CRM/McGraw-Hill, 16 mm. (1978)
SUMMARY: An on-the-spot comparison of family life in four countries. Internationally known author-anthropologist Margaret Mead discusses how the upbringing of children contributes to a distinctive national character. Center of attention in each country is a year-old baby in the family of a farmer of average means. Part I: India and France. Part II: Japan and Canada. Black and white. 61 minutes.

GUILTY BY REASON OF RACE
Films, Inc., 16 mm. (1972)
SUMMARY: In one of the more shameful episodes in American history, 22,000 American citizens were "detained" in 1942 behind barbed wire and under guard. Their crime: They were of Japanese ancestry and we were at war with Japan. Thirty years later they still wonder at how, as good Americans, they were deprived of their constitutional rights. 51 minutes.

NANOOK OF THE NORTH
Films, Inc., 16 mm. (1922: restoration, 1976)
SUMMARY: One of the greatest documentaries of all time, this film is a beautiful saga of an Eskimo family pitting their puny strength against the vast and inhospitable arctic. Their struggle for survival against the elements is juxtaposed with the human warmth of the little family-Nanook, his wife, their baby and small son - as they go about their daily affairs. This restoration of the 1922 film is testament to filmmaker Robert Flaherty's genius. A new musical score accompanies this originally silent film. 64 minutes.

SLIDES, FILMSTRIPS, VIDEOCASSETTES

ASIA

JAPAN: THE LIVING TRADITION
Early Japan, Part I
University of Mid-America, Videocassette. (1976)
SUMMARY: "Early Japan" is an exploration of the forces that have shaped the Japanese people and their culture from the earliest times. The program begins with the three earliest of Japan's pre-historic periods: the Jomon, the Yayoi, and the Kofun. 28 minutes.

JAPAN: THE LIVING TRADITION
Early Japan, Part II
University of Mid-America, Videocassette. (1976)
SUMMARY: An important development of the Heijan Period (794 to 1184 A.D.) was the control of the powerful Fujiwara family in the imperial court, and the spread of Buddhism. A system of writing was another element that grew out of this period. 28 minutes.

JAPAN: THE LIVING TRADITION
The Feudal Experience, Part I
University of Mid-America, Videocassette. (1976)
SUMMARY: Japan was a feudal nation for nearly 700 years. Politically, the country was ruled by a rising class of military men called samurai. This program details the political, cultural, social, and economic developments of the Japanese throughout this intense and somewhat isolated period of history, focusing on the first two stages of feudalism, the Kamakura and Ashikaga Periods. 28 minutes.

JAPAN: THE LIVING TRADITION
The Feudal Experience, Part II
University of Mid-America, Videocassette. (1976)
SUMMARY: Part II of The Feudal Experience shows how some great military heroes in Japanese history rose out of the common origins to bring about the success of the third - and peaceful - stage of Japanese feudalism. This program explores the strategies they used and the approach they took to solve the problems of military rivalries and political control. 28 minutes.

LOOKING FOR CHINA: AMERICAN IMAGES (PART I)
LOOKING FOR AMERICA: CHINESE IMAGES (PART II)
China Council of the Asia Society, slide/cassette tape program.
SUMMARY: Approximately 50 slides in each part examine stereotypes in both China and America of the other society. Program based on Chinese and American images of each other from newspaper cartoons, magazines, movies and other sources.

CONTEMPORARY EUROPE

SOVIET CIVIL DEFENSE AND U.S. SECURITY
Advanced International Studies Institute, Videocassette. (1980)
SUMMARY: Dr. Leon Goure, Associate Director of the Advanced International Studies Institute, introduces this video presentation, the central theme of which is "is the U.S. hostage to the strategic power of the USSR given its strategic forces and civil defense efforts?" The answer appears to be yes. 33 minutes.

Slides of the German Democratic Republic
John Maxwell, West Virginia University Associate Professor of History, 55 slides. (1981)
SUMMARY: These 55 slides of the German Democratic Republic were taken during a tour in July, 1981. The tour was arranged through the Travel Bureau of the GDR and concentrated on Berlin, Dresden, Leipzig and Erfurt, with brief stops at Meissen, Weimar, Buchenwald, the Wartburg and Potsdam. A tour guide accompanied the group and a local guide joined in each major city. Emphasized were history, the impact of World War II on Germany, the differences between East and West Germany, and the extent of restoration and reform that have taken place in the GDR since 1945. These slides are a good accompaniment to the Teaching Module on East Germany that was developed by Professor Maxwell with support from the West Virginia Consortium for Faculty and Course Development in International Studies (FACDIS).

MIDDLE EAST

ARABS vs. ISRAELIS: THE QUEST FOR PEACE
Educational Enrichment Materials, (New York Times Company). Two color filmstrips and teacher's guide. (1979)
SUMMARY: Designed as a balanced "give and take" among these national sentiments and political creeds, the 30-year survey crystallizes such key issues as: Why did Arab nations oppose the 1948 Israeli statehood? What were the causes behind the four major wars? Did Egypt or Israel assume greater risk in the recent peace negotiations, and why? What will be the future of the Palestine state? Discusses Mideast feelings over the last 3 decades.

CRISIS IN IRAN: TERROR, TORMENT, TENSION
Educational Enrichment Materials, Filmstrip with sound. (1980)
From The New York Times filmstrip subscription series on Current Affairs.
SUMMARY: Since the Ayatollah Khomeini assumed power, Iran has teetered in a state of revolutionary flux. First examining the onset of the Islamic Revolution and its immediate repercussions, the filmstrip establishes a lucid background for its concise account of the embassy takeover, hostage seizure and ensuing global reaction. Emphasis is placed on America's diplomatic counter-offensive, and the threat to negotiations posed by philosophical differences between East and West.

GLOBAL ISSUES

ACCEPTABLE RISK?
Bullfrog Films, 160 color slides with cassette. Script and study guide included. (1980)
SUMMARY: The nuclear age in the United States. August 6, 1945: The bombing of Hiroshima announced the atomic age to the world. Nine years later, the U.S. Government announced the "Atoms for Peace" plan to make nuclear power available around the world. Since that time there has been a concerted industry and government effort to separate nuclear power from nuclear weapons. But they are inextricably linked by the nuclear fuel chain...from uranium mining through to radioactive wastes. This program explores the implications of the nuclear age in the United States. Has the nuclear arms race made us more secure? Is nuclear power essential for supplying our energy needs? Are military spending and nuclear power plant construction good ways to create jobs? Or are there better alternatives? 37 minutes.

FOOD FIRST
Institute for Food and Development Policy, slideshow with sound
Two parts, 16 minutes each, 270 color slides, with accompanying tapes and study guide. (1979)
Part I: Why Hunger?
Part II: Towards Food Security.
SUMMARY: Taking the major points in the groundbreaking book FOOD FIRST: BEYOND THE MYTH OF SCARCITY, written by Frances Moore Lappe and Joseph Collins, this new slideshow explodes the paralyzing myths surrounding world hunger. Demonstrating that it is these myths--"too many people, not enough land"--that often misdirect or immobilize even concerned people, the FOOD FIRST slideshow explores the root cause of hunger: the increasing concentration of control over food-producing resources. The slideshow also offers lessons learned from the successes and difficulties of people throughout the world who are working to gain control over their food resources. Most importantly, it suggests actions that each of us can take to help remove the obstacles now in the way of people achieving food security. 37 minutes; two parts.

GLOBAL EMERGENCY: FOOD AND POPULATION
Guidance Associates, 2 filmstrips and cassettes. (1975)
SUMMARY: Reviews global population growth; projected spread of famine, of various national birth control projects. Involves students in value conflicts stemming from the disparity between countries. 35 minutes.

GLOBAL EMERGENCY: VALUES IN CONFLICT
Guidance Associates, 1 filmstrip and cassette. (1975)
SUMMARY: Establishes the "interrelatedness" of worldwide population growth, poverty, hunger, energy and raw materials shortages, monetary inflation and instability, ecological destruction. Introduces the need for practical and moral alternatives to present-day "business as usual". 15 minutes.

GLOBAL ISSUES (cont.)

GLOBAL EMERGENCY: ENERGY
Guidance Associates, 2 filmstrips and cassettes. (1975)
SUMMARY: Examines advantages, drawbacks and availability of fossil fuels, nuclear, solar, geothermal, wind. and tidal energy resources. 38 minutes.

GLOBAL EMERGENCY: ECOSYSTEM
Guidance Associates, 2 filmstrips and cassettes. (1975)
SUMMARY: Reviews damage caused by coastal oil spills, agricultural and industrial chemicals. Examines possible consequences of air pollution, nuclear technology. Considers problems posed by rapid depletion of resources. 37 minutes.

SHARING GLOBAL RESOURCES
Bullfrog Films, 155 color slides with cassette. Script and study guide included. (1977)
SUMMARY: As Americans, we are proud of our standard of living, but are increasingly alarmed at our disproportionate consumption of the world's resources. Now we find that many of the things we have come to rely on most use resources that we have to import from other less prosperous countries...oil, coffee, bauxite, copper, iron ore, and tin. The potential for conflict in such a situation is high. This program points the way to a solution. Part 1 is subtitled "Current Management of Global Resources"; Part 2: "The Struggle for Control of Resources": Part 3: "Implications for Americans" 40 minutes.

THE WAR CALLED PEACE
Amagin, Inc., Videocassette. (1980)
SUMMARY: This 60-minute videocassette was provided by Amagin, Inc. without charge. THE WAR CALLED PEACE is an Amagin produced, PBS documentary which aired in 1980. This program was distributed free by Amagin through a grant from the W.R. Grace Foundation. The videocassette is divided into four 15 minute programs: (1) QUEST FOR POWER: HOW THE SOVIET UNION WORKS. This section gives an historical overview of the Soviet Union and stresses that the Soviets think their cause is justified at any cost. Shows how Soviet backed "transnational terrorism" reaches into many Third World countries. (2) THINKING THE UNTHINKABLE: WOULD THE SOVIET UNION USE ITS MIGHT? This segment is a comparative study of the naval and defense capability of the USSR and the US. Attempts to explain that through early (and compulsory) schooling, the Soviet citizens are better prepared for war. (3) THE RESOURCE WAR: OIL AND MINERALS AS WEAPONS. This segment focuses on the possible future power struggle for natural resources between the US and USSR. Through Soviet influence today in South Africa and the Middle East, the USSR may one day have control of the majority of the oil and mineral resources in the world.

(continued on next page)

GLOBAL ISSUES (cont.)

THE WAR CALLED PEACE (cont.)

(4) TALK OF PEACE-PREPARE FOR WAR. Focus in this segment is on the comparative differences between civil defense preparation between the US and the USSR. Shows how well prepared the Soviets are for a nuclear war - through compulsory civil defense classes for children and extensive education regarding nuclear weapons and the effects of nuclear war. Videocassette accompanied by a set of four study guides corresponding to the four program segments. 60 minutes.

WHEN THE ALMSGIVING STOPS
Bullfrog Films, 123 color slides with cassette. (1980)
SUMMARY: In the Bengali language the word for famine means "when the almsgiving stops." Giving alms is a way in which society has traditionally offered assistance to those in need. It only stops when there is nothing left to give. Focusing on Bangladesh, this production was sponsored by the Presidential Commission on World Hunger. Its purpose is to examine the causes of hunger. In the process it lays to rest some prevalent myths. Weather and poor crops are not the primary cause. In Bangladesh, as in almost every country, the number one factor is inequitable distribution of food-producing resources. Hunger is a man-made problem, and this program traces its evolution. Program narrated by Pernell Roberts. 22 minutes.

YOU, THE GLOBAL COMMUNITY, AND HUMAN RIGHTS
Professor Michael Strada, Dept. of Political Science, West Liberty State College, 80 slides, accompanying 25 minute tape: "A Balance Sheet on the Global Human Rights Picture." (1982)
SUMMARY: This three-week teaching module integrates values clarification and United Nations simulation activities in dealing with "human rights" as a contemporary global issue. Module includes slide/tape presentation, and nine lesson plans for a complete three-week unit. Materials for lessons are included in kit box and can be duplicated for classroom use. Also included is a set of audiotapes intended as an out-of-class supplement to the teaching module. These six audiotapes cover a wide range of global human rights topics and are interviews with prominent people in the human rights field. Professor Strada produced this teaching module with support from the West Virginia Consortium for Faculty and Course Development in International Studies (FACDIS), and copies of this complete module have been placed in each of the libraries of the 16 institutions associated with the Consortium.

GENERAL

AMERICAN SOCIAL BEHAVIOR: SOURCES OF CROSS-CULTURAL MISUNDERSTANDING
NAK Production Associates, 30 minute videocassette. Handbook accompanying. (1979)
SUMMARY: This 30 minute video-tape is comprised of seven scenes which depict dominant middle-class American culture in the form of "slice-of-life" vignettes. The behaviors on the video-tape are primarily a vehicle for improving the understanding of the link between culture and behavior. Tape is intended to supplement a more extended cultural orientation program. This tape was designed and implemented as a training aid to international visitors coming to the United States. Distributed by the Washington International Center of Meridian House International. 30 minutes.

IMPERIALISM
Zenger Productions, Inc., color filmstrip and cassette. Teacher's Guide. (1972)
SUMMARY: The word "imperialism" has been used so frequently and in so many different contexts that its value as a descriptive term has been considerably eroded. Is there such a thing as imperialism today? If so, is it anything like the imperialism of the nineteenth century? This sound filmstrip provides the student with a conceptual frame-work with which he can analyze the behavior of the great powers today. The theories on imperialism of Hobson, Lenin and Schumpeter are clearly described and compared. They are then applied to such events as the Boer War and the Spanish-American War in order to examine how well they explain the causes and effects of those events. The filmstrip demonstrates the inadequacy of these theories in explaining great power behavior today, and outlines the efforts of contemporary writers to develop new concepts and new explanations. The multinational corporation is examined and is related to theories of imperialism. 19 minutes.

L-5 SOCIETY SLIDE SHOW
L-5 Society, 74 color slides. Accompanying identification guide.
SUMMARY: Slides depicting possible future habitation, transportation, and utilization of outer space. Space Habitats: 26 slides. Extraterrestrial Resources: 9 slides. Space Transportation: 20 slides. Solar Power satellites: 19 slides. Slides in this set were provided by NASA, Boeing, Rockwell, and Arthur D. Little, Inc. They are the same slides that top space researchers have used in presentations at conferences, Congressional hearings and television appearances.

General (cont.)

WAR CRIMES
Zenger Productions, Inc., Color filmstrip and cassette. Teacher's guide. (1972)
SUMMARY: This sound filmstrip shows how war crimes, a violation of international law, can become a very personal problem for a young man drafted into the army. It clearly explains a complicated legal issue in a way that has meaning and impact for young people whose lives may be touched by war. Explores the questions: Does international law really exist? Is it the same as domestic law? How can the killing which the soldier is ordered to do by his government be considered a crime? It traces the concept of war crimes from the Hague Conventions through the Nuremberg Trials to the war in Vietnam and the trial of Lt. Calley. It examines the responsiblilities of soldiers in the field and their commanders. 20 minutes.

ODYSSEY SERIES

THE INCAS
Odyssey Series I, Publich Broadcasting Associates, videocassette. (1980)
SUMMARY: In just 100 years the Incas created an empire that stretched more than 350,000 square miles across some of the world's highest mountains. Three archaeologists trace the extensive network of roads, towns, and agricultural regions responsible for the prosperity of these 16th century Peruvians. 60 minutes.

LITTLE INJUSTICES: LAURA NADER LOOKS AT THE LAW
Odyssey Series II, Public Broadcasting Associates, videocassette. (1981)
SUMMARY: Where do people go when a product fails and no one will take responsibility? Anthropologist Laura Nader compares the way legal systems in Mexico and America settle disputes and consumer conplaints. Her studies show that in large, industrialized societies, "little injustices" often go ignored and unresolved. 60 minutes.

NOTE: Other programs from the Odyssey series will be available in the future through the West Virginia University Audio-Visual Library. Faculty should check for additions.

AUDIOTAPES

AUDIO-TAPES
All from National Public Radio

The following audio-tapes (listed in alphabetical order) would be useful in a variety of courses on International Relations, Comparative Government, U.S. Foreign Policy, World Cultures, etc. All are in cassette form.

THE CHINA SCENE
National Public Radio, audio-tape, 29 minutes. (1981)
SUMMARY: Ten years ago, Henry Kissinger and President Richard Nixon opened an era of Sino-American detente that has now led to an American offer to sell lethal weapons to the Chinese. Each succeeding administration has, in its own way, come to court the Chinese with top-level visits and declarations of friendship; and the Chinese have replied in kind. This program looks at the current state of Chinese-American relations and its effects on the U.S.-Soviet relationship and the Taiwan issue. Those people interviewed include former Secretary of State Cyrus Vance, Secretary of State Alexander Haig, President Reagan, and former Assistant Secretary of State for Asian Affairs Richard Holbrooke.

IT'S A GLAMOROUS LIFE: THE FOREIGN SERVICE IN THE 80'S (1980)
National Public Radio, audio-tape, 29 minutes.
SUMMARY: The Iranian crisis and changing social conditions in the United States have created significant problems for the Foreign Service. Traditionally the Foreign Service has been an elite, privileged profession, but recently the picture has changed. This program explores the issues surrounding the legislation before Congress to regulate and improve working conditions for diplomats.

LESSONS FROM THE IRAN HOSTAGE CRISIS
National Public Radio, audio-tape, 29 minutes. (1981)
SUMMARY: After the anger over the treatment of the 52 American hostages in Iran, after the euphoria over their release, a number of issues remain confronting political policy-makers. In this program, a panel of experts explores these issues. Topics include an analysis of the events which provoked the crisis, the challenge made by the crisis to the fundamental international rules regarding the sanctity of embassies, the lessons learned by the U.S. and how they can best be applied to the next stage in relations between the U.S. and Iran, and what the U.S. must now do to protect its vital interests in the Persian Gulf region.

LIFE IN THE U.S.S.R.
National Public Radio, audio-tape, 59 minutes. (1979)
SUMMARY: Moscow radio, class distinctions, children, shopping, the black market, and rock-and-roll all highlight this program on life in the U.S.S.R. Of special interest is a visit to the Young Pioneers, youths who are being instructed in the tenets of the Communist Party. Interviews and commentaries illustrate the marked distinctions among various strata of Russian society.

MEXICO
National Public Radio, audio-tape, 35 minutes. (1980)
SUMMARY: This 4-part series, produced in 1980, examines Mexico's oil industry, its rapid population growth, the urban ills confronting Mexico City, and the overall development and industrialization strategy the country has under-taken. These issues are also explored in the context of U.S.-Mexican relations.

MEXICO AND CENTRAL AMERICA IN THE 80's
National Public Radio, audio-tape, 29 minutes. (1981)
SUMMARY: Mexico's history is inextricably intertwined with that of the United States; yet Americans know little of how the Mexican political system works and what the current issues are between the U.S. and its neighbor to the south. This program combines both contemporary Mexican poetry and music with commentaries by Latin American affairs experts to explore the relationship of Mexico and Central America to the U.S., the Mexican political system, and effects of the U.S. domestic and foreign policy on Mexico and Central America.

MR. REAGAN'S WORLD: SALT II
National Public Radio, audio-tape, 29 minutes. (1980)
SUMMARY: For more than ten years, the United States and the Soviet Union have been engaged in an effort to put a ceiling on the buildup of strategic weapons. In 1972, Nixon and Brezhnev signed the first SALT accord, climaxing a summit meeting in Moscow and ushering in the period known as "detente." The fate of SALT has come to symbolize Soviet-American relations. Produced in November, 1980 before President Reagan took office, this panel discussion examines the history of the Strategic Arms Limitation Treaty, the personalities and issues involved with it, and its outlook for the future. Guests include former President Gerald Ford, President Ronald Reagan, USSR President Brezhnev, former SALT negotiator Paul Warnke, and former CIA Deputy Director Gen. Daniel Graham.

NUCLEAR WAR
National Public Radio, audio-tape, 59 minutes. (1980)
SUMMARY: This program visits the main east coast base for missile-firing nuclear submarines and a launch control capsule for Minuteman missiles. Professor Bernard Brodie, who formulated the policy of nuclear deterrence, discusses attacking civilian population centers. Other subjects include the Russian view of nuclear war and the economic cost of nuclear systems.

NUCLEAR WAR IN EUROPE
National Public Radio, audio-tape, 29 minutes. (1981)
SUMMARY: The buildup of nuclear arms in Europe has caused many Europeans to fear that their homelands could become the site of a "limited" nuclear war between the superpowers. The 1979 NATO modernization decision and the introduction of cruise missiles to Europe proposed for 1983 make Western European nations prime targets for Soviet preemptive attacks. This program provides a capsulized view of the security issues raised at a conference held in April 1981 at the State University of Groningen in the Netherlands which focused on this nuclear threat.

THE ROLE OF NUCLEAR WEAPONS IN THE 1980's
National Public Radio, audio-tape, 59 minutes. (1978)
SUMMARY: Participants at the first open session of the Council on Foreign Relations discuss the results of the Council's study on nuclear weapons and foreign policy. Dr. Michael Mendelbaum of Harvard University and Dr. Richard Garwin of IBM explore the political implications of nuclear weapons, how to control them, and how they affect proliferation. The United States' and the Soviet Union's efforts to stabilize international affairs merit special attention and extended discussion.

STATE OF THE (SOVIET) UNION
National Public Radio, audio-tape, 29 minutes. (1981)
SUMMARY: As the 80's begin, the Soviet Union is facing its greatest economic challenges in the last two decades. Strikes, a declining birth rate, increasing alcoholism, and infant mortality all threaten to alter the socio-economic fabric of this vast and varied superpower. Also, labor unrest, always a prime political issue, is becoming increasingly so, as discontent grows over unequal distribution of scarce commodities. On the eve of the 26th Communist Party Congress in Moscow, NPR reporters interview Sovietologists, a former Soviet dissident, and a high-ranking member of the Soviet Embassy in Washington. These experts offer their analysis of the present situation and discuss projections for the future.

TERRORISM
National Public Radio, audio-tape, 59 minutes. (1978)
SUMMARY: Brian Jenkins, an expert on terrorism at the Rand Corporation, discusses the subject with BBC producer Anthony Moncrieff. Their wide-ranging conversation includes such topics as terrorists' objectives, the possibility of an international conspiracy, resistance to terrorism, and possible future developments.

TERRORISM: THE REAGAN VIEW
National Public Radio, audio-tape, 29 minutes. (1981)
SUMMARY: The past 15 years have been marked by unprecedented terrorist activity. Murderous raids, bombings, hijackings, and taking of hostages continue to claim worldwide media attention. This program examines the Reagan administration's plans and policies for dealing with this upsurge of political violence. Host Morton Kondracke talks with government and university experts about the role of the U.S.S.R. in international terrorist activities, how to fight terrorism with U.S. foreign policy, and the impact on domestic intelligence as anti-terrorist measures toughen.

THE U.N QUESTION
National Public Radio, 29 minutes. (1979)
SUMMARY: First examining the United Nations' efforts to free American hostages in Iran, this program goes on to consider the United Nations' peacekeeping role since 1945. William F. Buckley, Kurt Waldheim and others offer opinions on the effectiveness of the U.N.

U.S. HUMAN RIGHTS POLICY
National Public Radio, audio-tape, 29 minutes. (1981)
SUMMARY: Some nations which enjoy close ties with the U.S. are known to be flagrant violators of human rights. Instances of torture, kidnapping, and inhumane treatment of prisoners have been reported from countries as diverse as Argentina, South Korea, Liberia, and South Africa. This program takes a close look at the importance of human rights in U.S. foreign policy and reviews the controversial restructuring of the policy by the Reagan administration. Jacobo Timerman, Argentinian newspaperman, is a discussant.

THE WEST BANK
National Public Radio, audio-tape, 29 minutes. (1981)
SUMMARY: The West Bank of the Jordan River has been occupied by Israel since the Six-Day War of 1967. There are also more than 700,000 Palestinians living in this occupied territory. Palestinian and Israeli politicians are interviewed in an effort to gain a better understanding of the complexities of issues.

ZIMBABWE
National Public Radio, audio-tape, 29 minutes. (1980)
SUMMARY: Formerly known as Rhodesia, Zimbabwe is Africa's newest nation. As such, it is faced with a host of formidable problems. They include rebuilding guerilla war damage, redistributing the arable land with its wealth, and encouraging the white population not to emigrate. Through discussions with key experts, this program explores these and other problems, while providing a comprehensive survey of the events and individuals surrounding the birth of a nation. Ian Smith, Robert Mugabe, and Andrew Young contribute to this discussion.

SIMULATIONS AND GAMES

ACCESS
SUMMARY: A simulation which examines the status of women in our society. Participants are divided into two groups, the Reds and the Greens. To survive, a person must earn at least one green chip and one red chip each round. These chips are earned by completing various tasks such as shooting a ball into a wastebasket or playing jacks. Greens and Reds can form partnerships if they wish. It is harder for the Greens to accumulate the required number of chips than the Reds, even with the advantage of partnerships. The game ends with the participants eager to talk about their experience in the game and how that experience relates to sex role issues. Players: 8-40. Time: 1 and 1/2 hours or 2 classes.

BAFÁ BAFÁ: A CROSS CULTURE AND SIMULATION
SUMMARY: A simulation on the meaning of culture, designed to give participants experience in observing and interacting with a different culture. The players are divided into two groups with distinctive values' systems. A representative from each group is allowed to observe the actions of the other,, but is not allowed to ask questions. Based on the observer's report about values and rules, visitors are exchanged to attempt interaction in the groups. The cultural briefings for each group are contained on cassette recordings. Players: 18-36. Time: 1-2 hours.

EXPLOSION: A SIMULATION OF A SOCIETY'S STRUGGLE TO SOLVE ITS POPULATION PROBLEMS, 1980-2015.
SUMMARY: In this simulation the entire class becomes the population of Scioto, a nation of six regions, which match the six regions of the U.S. In an initial research phase, the students gain an understanding of crowding, population growth, and resource planning. In phase two, citizen task forces help establish plans for the future. With citizen input, the government designs a law to solve population-related problems in phase three, with students role-playing senators and representatives. Time: 20-25 class periods.

GUNS OR BUTTER.
SUMMARY: A game which helps students understand how an arms race may be started and whether institutions can be changed to promote peace. Serving as leaders of nations, students try to increase the real wealth of their country while making sure that it is secure from attack from other countries. Time: 1-2 hours. Players: 18-28.

HUMANUS.
SUMMARY: A simulation forcing both moral and practical decisions upon students, who participate as members of "survival cells", following a world-wide epidemic. They are linked to the outside world, monitored and controlled by their "survival computer", Humanus, which communicates to them through a "voice print-out", a cassette recording. Problems confronting each cell include the selection of needed survival materials, the moral dilemma of whether or not to risk contact with other "survival cells". Time: 1 and 1/2 hours or two class periods. Players: 5 or more.

ISLAND: A SIMULATION GAME

SUMMARY: This game is designed to reflect economic and political conditions on a sub-tropical island. Players represent conflicting political and material interests: the island's government, the national labor force, a foreign bank, and three foreign companies operating on the island. The goals of all are profit, power, and survival. Players buy and develop land, negotiate trades and taxes, and increase their profits through dividends, loans, and land expansion. Time: 2-5 hours. Players: 7-24.

JUDGMENT: A SIMULATION OF PRESIDENT TRUMAN FACING TRIAL FOR HIS DECISION TO DROP THE ATOMIC BOMB.

SUMMARY: What if Truman had come to trial? This simulation constructs such an event to help students understand the events of World War II, the pressures upon leaders as they make international decisions, and the responsibilities of leaders for moral and rational judgments. Students play the roles of members of an international tribunal, prosecution and defense counsels, witnesses for both sides, and President Truman. Up to 35 students can play.

MISSILES IN CUBA: A DECISION-MAKING GAME.

SUMMARY: This is a simulation of the Cuban Missile Crisis based on recently declassified CIA briefs. Students are divided into 3 groups which role-play members of the Cabinet and representatives of government agencies. Players use actual background information and CIA documents to assess the position, present alternatives, and weigh the consequences. Introduction to foreign-policy decision making. By Dan Caldwell. Players: entire class. Time: 1 week.

NUKES OR CUKES? AN ECONOMIC CONVERSION GAME.

SUMMARY: Simulation teaches about an alternative to a large military budget. Players are divided into military or civilians, and go after $225,000,000 with requests totaling twice that amount. Whose agendas will get funded, one or the other? Some of each? Players experience huge budget numbers, conflict over priorities, the art of compromise (maybe), and in one version, the frustration of trying to influence decision-makers. Variations allow play to occupy 20 minutes or 20 weeks. No background knowledge needed. Can be played by individuals or in teams. 8-18 players on 2 or 3 teams of 3-6 each and a scorekeeper.

PEACE: A SIMULATION OF WAR-PEACE ISSUES DURING THE WILSONIAN PERIOD.

SUMMARY: August, 1914. War has erupted in Europe. Student Anglophiles, Francophiles, Germanophiles, Idealists, and Realists must research specific recommendations for the President while trying to logically attack opposing groups. Players: 25-35. Time: 3 weeks.

SALT: AN INTRODUCTION AND SIMULATION.

SUMMARY: Through a broad historical narrative, students are introduced to the background and issues involved in the continuing SALT negotiations. This includes several self-paced exercises which prepare a class for an extensive simulation of the SALT experience, requiring both intra- and inter-delegation bargaining. Package

(continued on next page)

SALT: AN INTRODUCTION AND SIMULATION. (cont.)
objectives are to enable students to: (1) describe the history of the SALT talks from its inception in 1969 to mid-1979; (2) identify the relationship between technology and politics in contemporary strategic arms control negotiations; (3) state the provisions of the Treaty on Anti-Ballistic Missile Systems, the Interim Agreement on Offensive Missile Systems, the Vladivostok Accord, and the SALT II Agreement; (4) list the number of strategic weapons systems held by the US and USSR; (5) describe several of the major problems of Soviet-American negotiations on strategic arms control (6) experience the problems faced by actual negotiators in SALT; and (7) design a hypothetical arms control agreement. By Dan Caldwell. Players: entire class. Time: 3 weeks.

STARPOWER.
SUMMARY: Distribution of wealth in a three-tiered society. Students build the low-mobility society through the distribution of wealth in the form of chips. Participants progress from one level of society to another by acquiring wealth through trading with other participants. The group with the most wealth makes the rules for the game. Stimulates discussion about the uses of power. 35 players or less. Time: 1-2 hours.

VALUE QUESTIONNAIRES FOR FUTURE STUDIES.
SUMMARY: This collection of 10 questionnaires provides stimulation for discussion of values issues in future studies. The questionnaires cover biology and genetics, medicine and health, government and international affairs, money and banking, urban living, marriage and family life, education, entertainment and leisure, new frontiers, and predicting the future. Questionnaires can be mimeographed for any number of students.

WHO NEEDS ENEMIES: A WORLD HUNGER GAME.
SUMMARY: Simulation is played in rounds representing real time and in teams representing factions in a hypothetical developing country and in the developed world. Teams make policy moves and are affected by chance. Players' objective (more or less) is to end world hunger by the year 2000. Play takes 90 minutes to 3 hours and requires 12-50 people. No background required. Spiral bound game book includes complete instructions, examples, all necessary equipment except pencils. Materials are either reusable or supplied in quantity. Debriefing questions included.

WORLD WITHOUT WAR GAME
SUMMARY: Game is not based on a naive assessment of the realities of conflict in today's world. It is designed to introduce alternative ways of facing and resolving such conflicts - ways which are conducive to our survival as humans. Game takes approximately 6-8 hours. 8 or more players. (no limit)

NEW ADDITIONS TO THE FACDIS AUDIO-VISUAL COLLECTION

The following two films were purchased in June, 1984 and have been added to the collection of FACDIS audio-visual and simulation materials that are housed in the West Virginia University Audio-Visual Library. FACDIS pays the postage and handling charges for materials borrowed by FACDIS members. Arrangements for borrowing all materials must be made through the Inter-Library Loan Librarian on your campus. Please add this page describing these two new materials to your catalog: Audio-Visual and Simulation Materials in International Studies.

LATIN AMERICA

BITTER CANE
Distributed by Cinema Guild, 16 mm. (1983)
SUMMARY: This award-winning documentary, filmed clandestinely in Haiti, takes an in-depth look at the history and contemporary realities of this Caribbean nation. The film, produced by Haiti Films and directed by Jacques Arcelin, examines the bases for the semi-feudal economic system that still predominates in Haiti today. Using the production of coffee as an example, the film illustrates how this system works. A series of interviews with peasants, land-owners and merchants reveals the classes and conflicts of this primitive economy, along with its links to the outside world. The film also portrays the growth of the industrial sector. Hundreds of factories are mushrooming in Haiti, enticed by tax incentives and cheap labor. In a series of interviews, American businessmen express enthusiasm for the advantages they receive, while Haitian workers express anger at their exploitation. U.S. workers protest the policies of "run-away" industries, and the film contains footage on workers in Spencer, West Virginia who are impacted. BITTER CANE shows the on-going changes in the economic structure of Haiti, as well as the consequences: the traditional economy and lifestyle of the countryside are dying; the peasantry is uprooted; the cities are bursting; hunger and hardship are increasing; and exodus in the solution for many. 75 minutes.

GLOBAL ISSUES

U.S. vs. U.S.S.R: WHO'S AHEAD?
Distributed by Cinema Guild, 16 mm. (1983)
SUMMARY: Is the Soviet Union superior to the United States in military forces? Can they defeat us in a nuclear war? Should the U.S. continue its current nuclear build-up? Should we continue to strive for military superiority over the Soviet Union? What do you think? These are the questions explored in this film. Narrator Martin Sheen introduces each section with a question for you--and the experts--to answer. Designed for viewer participation, the program poses four true/false statements, then offers the viewpoints of military analysts, State Department officials, U.S. Congresspeople, and Pentagon strategists, and concludes by encouraging the viewer to formulate his/her own responses. Among those interviewed are William Colby, former Director of the CIA; Admiral Hyman Rickover, "father" of the nuclear submarine; Rear Admiral Gene LaRocque, Center for Defense Information, and Gen. Homer Boushey (USAF), former Director of Missiles Systems Development, Wright Paterson AFB. Produced by The Fund for Peace. Study and Discussion Guide included. 28 minutes.

NEW ADDITIONS TO THE FACDIS AUDIO-VISUAL COLLECTION

During the 1984-1985 academic year, FACDIS received as gifts two audio-visual materials that have been added to our collection. Since there was no budget during this academic year for a-v acquisitions, FACDIS is most grateful to the TIME Education Program for their gift of a filmstrip, China in the 1980's, and to the American Businessmen of Jeddah through the American Educational Trust for a 16 mm film, Oases of the Sea: An Introduction to the Arab States of the Gulf. (The American Educational Trust is a non-profit organization which seeks to improve the quality and availability of information on the Middle East in the U.S.) These two materials are housed in the WVU Audio-Visual Library, and FACDIS continues to pay the postage and handling charges for FACDIS materials borrowed by FACDIS faculty. Please add this page describing these two new materials to your catalog: Audio-Visual and Simulation Materials in International Studies.

ASIA

CHINA IN THE 1980's
Distributed by Time Education Program, filmstrip and cassette. (1981)
SUMMARY: This resource unit examines contemporary China as it has emerged into a modern nation-state. It identifies the major imports and exports of China; relates four geographical features of China and their effect on the country's growth; describes and explains the importance of the Great Wall and other historic sites; and describes how the Chinese reacted to tourists in the past and their reactions now. 18 minutes.

MIDDLE EAST

OASES OF THE SEA: AN INTRODUCTION TO THE ARAB STATES OF THE GULF
Produced and distributed by the American Educational Trust, 16 mm. (1984)
SUMMARY: This film, narrated by veteran television commentator and correspondent, Edwin H. Newman, traces the history, traditions, culture and crafts of the Arabic-speaking states of the Arabian Peninsula and Gulf, and examines the enormous changes which have overtaken the region during the past two decades. The film establishes the region's history as a connecting link between the great civilizations of the ancient world, a link whose crucial importance is increasingly recognized in light of modern archeological research in that part of the world. The area's role both in the early days of Islam and in the spread of Islamic civilization across Asia and Africa is depicted, along with the hardships that struck its traditional pearling industry just prior to and during the time when Gulf countries were obtaining true independence. Examining the changes in the area which have followed the discovery of oil and the creation of petroleum-based industries there, the film reveals people who have successfully modernized their economies at a pace unprecedented in world history, while clinging faithfully to a culture and values firmly rooted in the Islamic tradition. In fact it is the same tradition which radiated out from the Arabian Peninsula 14 centuries ago to become the religion of 800 million people today. 55 minutes.